

SUMMER DIARY

Nicholas Bagnall, a former education correspondent, reflects on some lessons from the past

When to loosen the reins

During the summer, living as I do near Newhaven, I see quite a few parties of foreign children travelling on Southern Electric to London. Some of them may not be quite clear what country they are in, but this year it suddenly came to me that they have been much better behaved than they used to be about 10 years ago. How can this be?

My own theory, reached without benefit of research, is based on the principle that people's behaviour in a strange country improves or deteriorates in inverse proportion to their behaviour at home. Thus the tightly-disciplined children finding the curb is off, are overcome by an unfamiliar sense of freedom and act accordingly; conversely, permissively-educated children see no point in being rude to people who can't understand what they are saying, and feel a bit lost.

The theory is a non-starter unless it can be shown that disciplinary structures in Continental schools and homes have changed for the worse over the past 10 years in the way I think they have. But I leave the details to others.



The behaviour of our own kids on the football pitches is a different matter, of course, and involves quite separate considerations, which have been well discussed elsewhere.

Technical hitch

Things can go wrong on the best-organized ferries. One year my wife and I were held up for hours at Southampton because of an electrical failure on the boat. When we did embark, we had to queue for another hour or so at the cafeteria because the current still hadn't got as far as the electric calculators which totted up the cash and determined how much change should be given, and the check-out girls couldn't do the sums.

We tried not to be too indignant or old-fashioned about this. One must avoid the Luddite approach. After all, those of us who have motor-cars do not feel it essential to keep a horse. But, to change the analogy, people who learn to sail a boat should be advised also to learn to swim.

... and statistics

There remains an odd, and, to me, inexplicable contradiction. For decades our older citizens have been complaining that our younger ones can't do simple arithmetic. Remember those shock figures from the colleges of education revealing that such-and-such a proportion of applicants were unable to divide by eight. That must have been 20 years ago. The suggestion is that we have become an innumerate nation.

Yet we are all of us - not just the old - as obsessed by figures as ever. We reach for simple statistics as though they were lifebelts, without which our arguments would sink. Journalists grab at them whether they understand them or not, as they get the graphics man to run up more pie-charts. Everything has to be quantified.

As I write, a long public inquiry is being held here in Lewes about a proposal to build a whacking great shopping complex on land vacated by British Rail close to the middle of the town. Most of the locals don't want the monster, as they see the heavy lorries thundering in to deliver all those conveniences which have made our civilization what it is today - deodorants, saucapant scooters, instant nappies - then thundering out again through the charming old streets, to be replaced by a tailback of shoppers from other parts of the county motoring in to buy the things.

Experts called in by the developers have produced many rows of elegant figures to prove that this is perfectly all right and the locals needn't worry, because the streets have traffic capacities well in excess of current flows, and suchlike talk. One expert was baffled by a slightly different set of figures, from the other side. "I don't understand them," he said (or words to that effect). "What's this E factor?"

"That," he was told, "stands for Environment. It measures the effect of increased traffic on the amenities of the street."

"But it doesn't make sense," screeched the expert. "You can't quantify that."

"The inspector will surely find for us," said one of the objectors afterwards. "He knows we're on the side of the angels." He may be wrong there; the inspector, like the expert, may not believe in angels ("What are they exactly? Have you their total wing area?"). But we shall see.

New Grammar

One of the less convenient things about being an education correspondent, I seem to remember, was that it was impossible to make a general statement on any subject whatever without its being immediately denied, either on behalf of some multi-initialed body or by a reader signing himself "Chalkface worker."

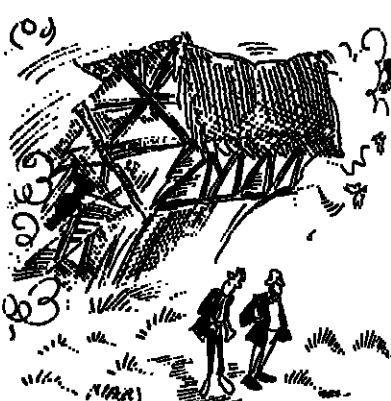
This was inevitable, and had to do with the unarguable right of every teacher to make up his own mind on what, and why, he or she was teaching. It was a more or less illusory freedom, but it was excellent for morale.

I am reminded of this by the news that Mr Baker is thinking of setting up an inquiry into the teaching of English in schools. One of the reasons for this move, as I understand it, was that it might at least for a time put a stop to some ugly little scenes between teachers and inspectors, hideous squawking having been heard from some of the former after the latter had suggested that teachers might offer their pupils a bit of grammar.

I no longer talk to the right people, so I cannot be sure, but I do wonder whether this is really what it's about. It's perhaps not so much that teachers don't want to teach grammar, more that they don't like being told they should teach it.

And of course this is a particularly provocative subject. We all know what grammar does. It shudders. I am also informed that its study has divisive implications.

But seriously: I foresee a revival of interest in the study of non-prescriptive grammar - the New Grammar, it will be called in these schools. I may be premature here. A reasonable, progressive-minded student told me in 1982 that the Permissive Society would be over in a month. Some people made the same mistake about the Great War. But it happens in the end.



Get my drift

I live in an ancient converted barn which is not, after many years, leaning somewhat in a direction similar to that of the prevailing wind. Not wanting the place to fall about our ears, I consulted an expert.

"I shouldn't worry too much," he said. "The lean, yes - but they don't go." Experts can't right sometimes.

NEXT WEEK

Union boss The NUT's Fred Jarvis is about to take the chair of the TUC General Council. James Melkic assesses their influence on each other.

Ladies of the lolly 'Tricks and tribulations of school-leaving pupils.

Through a glass, very darkly Jim Weir looks at education through the eyes of pupils.

Beverly Anderson: Summer Diary

NOTICEBOARD

PEOPLE...

Dr Michael O'Carroll has taken up his appointment as pro-rector of Sunderland Polytechnic. He was formerly professor and head of Teesside Polytechnic's department of mathematics and statistics. The University of Kent has conferred the title of honorary professor of education on Professor W. Mallinson for a further period until September 30, 1988.

Mr Tony Hall is to be director of the Central Council for Education and Training in Social Work on the retirement of Patricia Young at the end of the year. He is currently director and secretary of the British Agencies for Adoption and Fostering.

CONFERENCES...

September 30 Rural Training Project conference on Enterprise in VTS: a rural dimension at the National Agricultural Centre, Stoneleigh, Warwickshire for Youth Training Scheme providers, colleges and training agencies, careers services, enterprise agencies, community organizations and community affairs departments. The Rural Training Projects is sponsored by the Royal Agricultural Society of England and the Marjorie Service Commission and has been working on the VTS in rural areas for the past two years. The conference will introduce the results of this work. Speakers include John Hearn, Jeremy Harrison, Ray W. Smith, Jim Giddens and David Stegman. Fee £5. Late fee £10. Bookings: 0247 241111.

Project Arthur Rank Centre, NAC, Stoneleigh, Warwickshire CV8 2LZ.

October 1 Interdisciplinary conference on Clinical Involvement in Learning Difficulties at the Department of Ophthalmology and Visual Science, The City University, for teachers, educational psychologists, audiologists, occupational and speech therapists, school doctors and related professions. Details from The Secretary, Department of Ophthalmology and Visual Science, 311-321 Goswell Road, London EC1V 7DD.

EVENTS...



September 13-14 Fourth Schools Rugby Union Tournament (under-19, 15-a-side) at Ingleside Rugby Ground, The University, Hull, North Humberside from 10am to 6pm on Saturday and from 9.30am to 5pm on Sunday. The semi-finals will take place at 3.15pm on Sunday and the final at 4.15pm.

COURSES...

September 15-17 Deal communication skills courses for parents, professionals working with the deaf and personnel in social services and industry at Bulmershe College of Higher Education, Reading. Details from the Courses Co-ordinator, Reading Consortium's Deal Training Programme, Bulmershe College of Higher Education, Woodland Avenue, Earley, Reading, Berkshire RG6 1HY.

September 24-26 Careers education - a challenge to the curriculum - an Institute of Careers Officers course at Collingwood College, University of Durham, South Road, Durham. Details from ICC, 27a Lower High Street, Stourbridge, West Midlands DY8 1TA.

September 25-November 30 Training in group work - a course run by Lifespace Associates designed to increase the skills of those working with groups of people in industry or the community. The course will be held on 10 evenings with two non-residential weekends at Whitelands College, London SW15. Details from Christopher Jarman, RICE Office, Digby Stuart College, Rothampten Lane, London SW15 5PH.

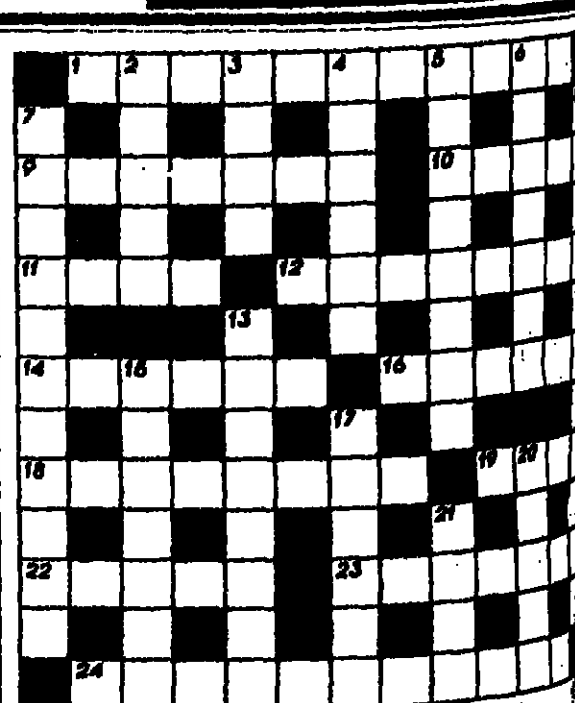
From October 2 Where are we going? Technological futures and the economic crisis. University of London's Department of Extra-Mural Studies course of evening discussions. Details of this and other evening courses from Miss E. Clancy, Room 661, Department of Extra-Mural Studies, 26 Russell Square, London WC1.

Huddersfield Polytechnic has launched a scheme for selected students who may study selected subjects part-time without committing themselves to pursue a qualification. There are no formal entry requirements. The scheme is intended for those who wish to follow a particular subject of interest or to update existing qualifications. Fees work out at approximately 50p an hour. Courses are free to the registered unemployed. Details from The Registrar (Associate Students), The Polytechnic, Huddersfield HD1 3DH.

PUBLICATIONS...

Case Studies in Teaching for Understanding, edited by John Elliott and David Ebbitt, contains individual case studies on which the Schools Council project 'Teacher-pupil interaction and the quality of learning' was based, of interest to teachers and teacher educators. It costs £4 and is available from the Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX. The Inside Story on Initiating and Sustaining Action Research in Schools with external support, edited by Colin Burt and John Storey, contains a collection of accounts written by teachers who have initiated action research projects in their own schools. It describes the support they received during involvement with the Schools Council programmes 'Purpose and planning in schools' and 'Helping individual teachers to become more effective'. It costs £3 and is available from the Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX.

No 268 CROSSWORD by Ruby



ACROSS

- 1 Infusion supported by Richard III, for example? (11)
- 9 Infatuated with fresh demands, (17)
- 10 People count on them to end them to sleep (5)
- 11 See about learning (4)
- 12 He gives one final tune (6)
- 14 Denials (14) objects (6)
- 16 Wind instrument or hard stinging ones (6)
- 18 Here's hoping I spring a surprise (8)
- 19 We take turn and turn about on the vessel (4)
- 22 A girl in distress

DOWN

- 2 French and German articles appear below (5)
- 3 Heavily head-crank (4)
- 4 Victorian rear extension (6)
- 5 Transaction which is without credit (4, 4)
- 6 A gentle eccentric (7)
- 7 Infant being looked after for no great

Rush for CDT courses

Applications for postgraduate teacher training in the shortage subjects of physics and craft, design and technology are up on this time last year.

The number of people applying for PGCE courses specializing in CDT has gone up by 39 per cent. There has been a rise of nearly 6 per cent in applications for physics.

Fewer people are applying for maths teaching - the figure is more than six per cent down on last year - but there has been a late flood of enquiries. The Graduate Teacher Training Registry believes the lure of a £1,200 bursary on top of the normal grant for those training in shortage subjects has helped bring about the improvements.

There are 18 per cent fewer applications for German PGCE courses, and 21 per cent fewer for French - neither of which attract the bursary.

Overall, applications for PGCE courses in secondary education are down by 13 per cent on this time last year.

The London borough of Haringey is planning to give extra money to schools promoting a positive attitude to homosexuality.

Headteachers have received a letter from the council's Lesbian and Gay Unit informing them that additional funds will be available to buy books and other resources which challenge negative images of homosexuality.

The money will come from a special fund the council intends to use to encourage anti-racist, anti-sexist curriculum projects.

Schools will be invited to bid for the additional funds. A committee, to include representatives from the council's gay and lesbian sub-committee, will decide which schools should receive the extra money.

All the borough's schools are expected to produce an equal opportunities policy in the next 12 months, which will include a commitment to promote positive attitudes towards homosexuality.

Members of the Lesbian and Gay

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Employers set to offer cover limit

by James Melkic

Local authority employers may soon offer teachers a limit on the number of hours they can be expected to deputize for absent colleagues.

The employers are considering new ways of organizing cover that would spread the responsibility more evenly among school staff.

Consultations within the employers' ranks are unlikely to be completed in time for such limits to be formally suggested at talks with teachers over an interim agreement on Monday, but they could form a basis for later detailed discussions.

Schools at present are expected to carry absences for periods varying from one to 15 days, and the burden differs for individual teachers, either in the number of non-teaching periods they give up or in the size of classes they take.

New cover arrangements are a priority as work continues in fleshing out a pay and conditions package agreed in principle by the employers and most of the teachers' unions at Coventry last month.

An interim agreement is needed because teachers in some parts of the country are refusing to cover, and children were being sent home at the end of last term, long after national industrial action in the pay dispute had ceased.

The employers have warned that

they are under increasing pressure to dock money, both for financial and legal reasons, from teachers who refuse to cover under the existing widely-differing arrangements.

The teachers are sticking to a demand for cover only in emergencies and then for a maximum of one day. They also want time off in return or even expensive "premium payments".

The employers are now actively considering a different approach, offering to negotiate the number of hours a term an individual teacher can be expected to cover before they earn a "time off" allowance or outside supply teachers have to be found. That could still mean schools having to carry absences for a fixed number of days.

Such a scheme would be unlikely to go as far as the unions want, but there could be considerable room for manoeuvre if negotiations on the issue were tied in with those on guaranteed non-teaching time, both in primary and secondary schools, and on class sizes.

Teachers, particularly heads and deputies, will be pressing for all authorities to organize a proper force of supply teachers who can be quickly slotted into schools needing cover. There is increasing unease at the number of schools forced to waste valuable time making their own arrangements.



Rain dance: a youngster at London's Notting Hill Carnival steps out before the heavens opened to put a damper on the Bank Holiday festivities. Picture: Janina Wiedel

Plan for cash to boost image of gays

by Barry Huggill

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Members of the Lesbian and Gay

Unit will be contacting heads at the start of the new term to arrange a meeting at which the schools' equal opportunities policy can be discussed.

Haringey refuses to speak to journalists from The TES or any other News International title because of the Wapping dispute, and will neither confirm nor deny the specific grant proposal.

It is known, however, that the Lesbian and Gay Unit informed schools of the special fund without first submitting the plan to the education committee.

It is understood that the unit decided to write to heads because it considered it would be carrying out the Labour Party local government election pledge in Haringey to combat discrimination against homosexuals.

Local Tories are opposed to the policy, Mr Peter Murphy, a councillor and the chairman of Tottenham Conservative Association, said he was attempting to convene a full council meeting to discuss the matter.

He said: "We are not anti-homosexual and oppose discrimination but we don't want to encourage homosexuality - especially with the danger of AIDS."

Mr Murphy added that the policy was "part of a Marxist plot to destabilize society as we know it".

A group of about 50 local mothers marched through the borough last Saturday in protest against the proposed policy.

Mr Kenneth Baker, the Education Secretary, is taking an interest in the affair following representations made to him by a number of Haringey parents.

He has written to the authority, asking it to provide him with details of its policy on teaching children about homosexuality. He has not yet received a reply.

In his letter, he asks the acting chief education officer to provide him with "the authority's view of the relationship between its policy statement and the respective responsibilities of

the authority, the school governing bodies, and headteachers for the secular curriculum".

He asks whether the council's policy is designed "to control secular instruction in schools". If Mr Baker were to conclude that the authority were attempting to influence the curriculum in such a way, he could possibly intervene under Section 23 of the 1944 Education Act, which imposes an obligation on schools to provide a balanced curriculum.

He has written a similar letter to another London borough, Ealing, where the Labour-controlled council is considering paying a special allowance to teachers responsible for promoting sexual and racial equality.

Mr Hilary Benn, the chairman of Ealing education committee, said his authority was drawing up a policy statement on sexual equality, but had no intention of instructing teachers what to teach.

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THIS WEEK

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COMMENT

A warmer merger in a cool climate

The controversy and lobbying which has been developing in our news and correspondence columns over the future of the Further Education Unit is likely soon to be given another twist.

It was in a letter to *The TES* responding to the first wave of speculation that the FEU's director, Mr Jack Mansell, revealed that the Department of Education had placed a very real question mark over the unit's continuing existence. The DES announcement at its July board of management meeting that ministers were considering "the future role and scope" of the FEU in the light of the setting up of the National Council for Vocational Qualifications effectively ensured that the planned advertisement for a successor to Mr Mansell, who is due to retire next year, should be deferred.

A public consultation document was promised for September, and expected to canvass three options: that the unit should remain more or less in its present form, as primarily a curriculum development agency and support for the FE system; that it should be virtually handed over to the new NCVQ as a research and development arm; that it should be merged with the Further Education Staff College.

It now seems likely that when the consultation paper appears within the next week or two it will rehearse a fourth option, probably as the result of pressure from the local authority associations, putting the pros and cons for a merger with the School Curriculum Development Committee, into an all-through curriculum body.

It will come as little surprise to anyone in touch with Government attitudes to curriculum questions that an SCDC merger is not, however, the DES's preferred option. But there is good news for those who believe that the FEU's role should usefully have a more specifically educational role than that of junior partner in the new vocational set-up under the aegis of the Department of Employment and Mr Oscar de Ville of the CBI.

Although short shrift is given to the status quo option, which still attracts strong support in the local authorities and their colleges, it is believed

that the DES document will now show a preference for a merger with the FE staff college at Coombe Lodge. (The bad news is that it will also hint at more control, though it is not made clear how this could be exercised.)

This may not be the first choice of the FEU fan club, but as a second choice it must undoubtedly have much to commend it in a world where the wind blows cold for DES-funded agencies. Certainly so long as the present Government is in office the FEU, which at first seemed to steer well clear of the political pitfalls and damaging union squabbles which characterized its older sibling, the Schools Council, has come to look more lonely and vulnerable as it has sought to develop its role to keep pace with the Manpower Services Commission in a rapidly changing system.

Lonely or not, under present circumstances a merger with the SCDC, so patently undervalued by Government in relation to the Secondary Examinations Council, would surely give it the worst of all worlds - whatever the operational savings or the intellectual arguments for a single curriculum brief from 3½ to 90.

Coombe Lodge, on the other hand, might offer rather more protective walls against the current climate. Largely funded and overseen by the local authorities (which was thought at first to have influenced DES officials, weary of local authority negotiations, against such a union), the staff college has been growing in scope, size and esteem since former HMI Geoffrey Melling took the directorship into a deft pair of hands eighteen months ago.

The staff college and the unit have not always seen eye-to-eye about their overlapping functions, but they have enough in common to make a merger a practical, even a congenial, possibility. There might initially be geographical constraints if the unit were to be moved back, stock and barrel into the west country, but the FEU is, coincidentally, looking for a London pied-à-terre.

In any event, if the DES is indeed now inclining towards a Coombe Lodge merger as the preferred option, there is a strong case to be made for backing that, rather than the go-it-alone course, if the need for preserving educational integrity within the education and training boundaries of further education is seen as paramount.

The FEU has had - and should continue to have - a far wider brief than vocational qualifications and subings about subalternating it to an employer-dominated, qualification-led body are inevitable. But it has to be remembered that it was the setting up of the NCVQ which served as the trigger for the DES rethink on the FEU's future and, whatever preferences DES officials may now be floating, the final ministerial decision could still be influenced by the views of Lord Young, the Employment Secretary, and the MSC team.

Shot in the feet

This week we report on two sad examples of the seemingly infinite capacity of education's left-wing radicals for shooting themselves in the foot. News is still only filtering out about the surprising gambit of the Lesbian and Gay Unit of the London borough of Haringey, who have invited schools to bid for special funds to finance special anti-racist and anti-sexist projects. The invitation rides on the back of the council's instruction that every school must produce an equal opportunities policy which must include a commitment to promote positive attitudes towards homosexuality. The unit will be summoning each head to a meeting.

Meanwhile a weighty symposium, with the anodyne title *Primary Matters: Some Approaches to Equal Opportunities in Primary Schools*, has been published by the IEA (page 8). This is the latest stage in the authority's crusade to raise consciousness, and it takes the form of a series of contributions by heads, teachers, pupils, and support staff in which examples of good practice are described. It is not a collection of guidelines, and is simply described as a "resource", and to this extent it deserves a modest welcome. Some of its recipes, notably those which use sensitive grouping in class as a means of building some children's confidence and neutralizing other children's aggression, are excellent. Some, like "herstory assemblies" and "cooperative games", are mildly self-defeating if taken too far. Some are mildly batty - as enthusiasts sometimes are.

The problem arises, unfortunately, not in the small print but in the two introductory essays, by the IEA's Inspector for Equal Opportunities and by a divisional co-ordinator for multi-ethnic education respectively. The inspector sounds the keynote, which is that anti-sexism and anti-racism must be integrated "as a major priority", as though the two quite separate problems could be dealt with in the same breath.

The pronouncements of the divisional co-ordinator are much more disturbing. "We must question the relevance of the school curriculum and acknowledge our pupils' experience of racism/sexism/class bias," she declares. She reeks off a long list of rhetorical questions, including, "Are black boys given a 'macho' and sexist image?" and "Are Asian families seen as culturally homogeneous?" and "Does 'concern' for Afro-Caribbean girls lead to an over-emphasis on health education - in the form of advice on contraception?" She alleges - against growing

evidence - that "the herstory of our struggle rendered 'invisible' in school texts", and that "no analysis can ignore the fact that women stand in a power relation to black men as oppressor".

Her ranting tone, and the use of the pronoun "we", will ensure that any reader who is not already of her political persuasion will simply write off both her and what she has to say. This is emphatically not the way to raise consciousness.

No rush to shake up shires

The Labour Party, the newspapers would have us believe, is all set to abolish the 47 county councils in England and Wales and replace them with 102 regional authorities. It would be a good thing, true, but Party officials are falling over themselves to deny it.

It is no secret that Labour does not like the existing local authority structure. In particular, it is resentful that the Conservatives, in a good year, can expect to control most of the shire counties. More seriously, it questions the rationale of denying the electors of, for example, Bristol, control over their schools yet allowing it to those of the tiny London boroughs such as Brent and Haringey.

It is unlikely, however, that the Party would want to get bogged down, were it to form a Government, in a complicated local government bill. And Mr Neil Kinnock knows full well that there are few votes to be won on a platform of "all power to the regional authorities".

Mr Jack Straw, the Party's local government spokesman, is known to be keen on a major re-organization. His chief, Mr Jack Cunningham, has no such radical yearnings. If he had his way Labour would not even restore the Greater London Council.

Education officers in the shires can sleep easy in their beds. The election of a Labour government would be unlikely to involve them in too dramatic a shake-up.

no comment

"Although in our leaflet about the Visitors Centre, we state that we have an education centre, this is in fact a room which school groups may book for eating their packed lunches in."

Letter from the Thames Water Authority replying to inquiry about educational facilities at the Thames Barrier Visitors Centre.

praise or reward? There has been continuous discussion at A level, for example, about appropriate criteria for assessing art, and how far both process and product can be taken into account.

The headteacher quoted was emphasizing that work in the primary school, above all, should be a celebration, a delight in discovery and the recognition of new skills and capabilities. It is not accidental that developments in our best primary schools have aroused international envy and admiration, particularly since the schools have been liberated from the tyranny of an external, competitive procedure.

Those parents who are at the moment sharing the agonies of their children's O and A level disappointments will be all too aware of the shortcomings of a competitive system, and its fragility, since there is an inevitable relationship between performance and quality of teaching.

There is a terrible irony that, just as we are groping towards a more enlightened procedure at 16, "they" are making it more difficult for young people to gain access to higher education. Mrs Steane, and other parents, should be turning their splendid energies towards reducing competition at 18-plus, and moving towards a more comprehensive further and higher education system.

Maurice Plaskow
Maurice Plaskow formerly worked at the Schools Council and now lectures at the Royal College of Art.

IN BRIEF Parents ditch boycott over meningitis

Parents in the Stonehouse area of Stroud, Gloucestershire, have abandoned plans to boycott a local school where pupils caught meningitis.

Some families were worried there might be a link between the death of seven-year-old Christopher Knight and Park infant school, where two other pupils in different classes fell ill from the disease last month.

They have decided not to organize a campaign to keep children away from school following a meeting with the district's registrar of community medicine Dr James Stuart and the leader of the Stroud Meningitis Support Group, Mr Steve Tomlin.

RSPCA team doubled

The Royal Society for the Prevention of Cruelty to Animals is doubling the number of education officers it employs in schools from three to six.

The new appointments are for a curriculum development officer who will promote animal welfare in all subjects; a farm animal welfare officer to give practical support to schools and a scientific education officer concerned with ethical issues at secondary and tertiary level.

No action on maths teacher

Bradford Council is to take no action against a local teacher who criticized its equal opportunities policies in the city's newspaper.

Writing in the *Telegraph and Argus*, Mr Peter Thorpe, head of maths at Highfield middle school, Kelghley, said that the appointment of an £18,000 per year sex equality adviser was a "waste of ratepayers' money."

Shake-up denied

Channel 4 is strongly denying a press report that the senior commissioning editor for education, Ms Naomi Sargent, is to leave next year in a shake-up of commissioning editors. Ms Sargent, who has been with Channel 4 since it began, says she signed a new three-year contract in April, which will run till 1989. "That is as long as one can see ahead at this stage."

English search

The Plain English Campaign and the National Consumer Council are asking for the worst examples of gobbledegook (excluding Acts of Parliament) and the best of clear English and layout in forms, leaflets and documents for this year's seventh annual Plain English Awards.

Entries, which close on September 30, should be sent to Plain English Awards, Vernon House, Whaley Bridge, Stockport SK12 7HP.

AMMA change

Mr Frank Groarke, 55, head of physics at Ashleigh School, Sheffield, next week takes over as president of the 115,000-member Assistant Masters and Mistresses Association.

Primary smashed

TV sets and video recorders were destroyed and windows, doors and lavatories smashed in a trail of destruction that left Homewood primary school in Kent with £20,000 worth of damage.

Staff have had to return to school early to clean up the mess in what a police spokesman, described as, the worst case of vandalism he had seen.

NEWS

£54m extra for polys and colleges

by John O'Leary

The spectre of widespread cuts in polytechnic and college places disappeared yesterday when an extra £54 million was unexpectedly earmarked for the 1987-88 plans of the National Advisory Body for Local Authority Higher Education, which advises the Secretary of State on funding and provision.

An additional £39 million will be added immediately to the total available for public sector higher education, with a further £15 million open to negotiation for selective initiatives in research and priority courses.

Mr Kenneth Baker, the Secretary of State for Education, outdid the most optimistic predictions in his letter to

Mr George Walden, the under-secretary for higher education and chairman of the NAB. And he turned the tables on critics of the Government by expressing the hope that the new money would clear the way for an expansion, rather than the anticipated reduction, in places.

The new size of the 1987-88 advanced further education pool, which now stands at £700 million without the extra money for selective schemes, still falls £7 million short of the sum demanded by the advisory body to maintain enrolments at current funding levels. Sir Keith Joseph had hinted they would get an extra £23m.

But next week's meeting of the NAB

committee is likely to hold out for more when the full amount on offer would exceed the initial bid.

Mr Baker's letter stressed: "This is a generous proposal. I am sure that it is a good investment." He added that it was sure that £700 million was fully adequate to maintain access.

The additional £15 million would have to be used selectively to support high-priority work in institutions of recognized strength. He put forward three broad proposals for discussion with the NAB next month:

- £7 million for new courses in science and technology, particularly for conversion courses in shortage subjects;
- £5 million for applied research in

areas relevant to, and supported by, industry, and on technicians in technological subjects;

• £2 million to increase student enrolments on Professional, Commercial and Industrial Updating (PICKUP) courses.

Mr Baker also announced an increase of the budget for voluntary colleges, although he is waiting to meet the Voluntary Sector Consultative Council in October before finalizing the amount. His letter to Mr Walden said that the new figure would be at least £46 million, an increase of 6 per cent, compared with the 8 per cent on offer to local authority institutions. - *THS*

Governors support head in race row

by James Melkile

Governors at an infant school in Brent, London, have joined the campaign to reinstate a head teacher who was suspended amid allegations of racism.

They say Miss Maureen McGoldrick, head of Sudbury infant school, should be allowed back to work immediately.

The governors were asked by the local authority to consider the allegations.

Miss McGoldrick remains suspended at least until an education subcommittee has also investigated the matter. A date for a special meeting was being arranged as *The TES* went to press.

The National Union of Teachers, which is representing Miss McGoldrick, said that when the governors

met on Tuesday they unanimously declared that there was no evidence to substantiate allegations against her.

Miss McGoldrick was suspended at the end of last term on the authority of Mrs Dinah Tuck, Brent's deputy director of education.

The council has declined to say what the allegations were, but supporters claimed she was alleged to have made racist remarks about teachers in a telephone conversation with a junior council officer.

Parents at the school, where an estimated 85 per cent of the 375 pupils are non-white, have organized a petition in support of Miss McGoldrick, who has been praised for her multicultural and anti-racist policies.

L.e.a.s in drive to recruit black overseas graduates

by Sue Surkes

Four local education authorities in the north-west have teamed up with Manchester University to help blacks who graduated overseas but now live in Britain to get teaching jobs.

The move, thought to be the first of its kind in the country, involves Manchester, Bolton, Tameside and Oldham and is intended to remedy the shortage of black teachers and use what one l.e.a. officer described as an "absurd waste of talent."

The idea is that authorities will employ black graduates and second them to a special two-year part-time PGCE course which starts at Manchester University's education department in January. A first batch of 15 students, many of them Asian, will attend on average for a full day each week.

The consortium of l.e.a.s and the university have advertised for a co-

ordinator and interviews will start in late September.

Plans for the course, which will initially concentrate on the primary sector, have been in the pipeline for some three years but have had to await DES approval, which has now been given.

Mr Rob Vincent, education officer for planning and research at Tameside, said many of the graduates taking the course would already have some teaching qualifications but not those recognized by the DES.

Dr William Kneen, Oldham's director of education said: "The problem is that the percentage of black people in positions of responsibility that black children see is very small. We are very anxious there should be a greater number of black faces in positions of obvious responsibility."

Second opinion

... But some are more equal than others

It may be significant that June Steane began her plea for elitism ("All paintings are equal", *TES*, August 15) by quoting a South African friend. Perhaps she wasn't yet a parent when those of us who were active in STEP (Stop the Eleven Plus) in the late 1960s finally persuaded the Surrey authority to support the comprehensive principle and abandon the 11-plus. Both councillors and parents were convinced by the arguments: that the selection procedure was unreliable and unfair; and the values of a democratic education system which kept all students in school to the age of 16 demanded that all children should be given equality of opportunity. This is now neatly enshrined in the HMI document *Curriculum 11-16*, subtitled *Towards a Statement of Entitlement*.

Our schools. It is not a perverse antagonism to excellence. It is a profound desire to help all children achieve their potential and to gain confidence in their ability to make a reasonably successful way through the world in which they are growing up.

The aspiration was eloquently expressed in one of the earliest Schools Council working papers (*Raising the School Leaving Age*, W.P. No. 2): "... secondary education may be seen as a continuation of the primary stage ... the development of powers of body and mind, self-expression, the acquisition of knowledge and the learning of skills ...

The problem is to give everyone access to a complex cultural inheritance, some hold on their personal life and on relationships with the various communities to which they belong, some extension of, understanding of, and sensitivity towards, other human beings."



The process must be taken into account as well as the product.

Our education system has been bedevilled by fierce individual competitiveness, largely sanctioned by the public examination system. It has taken 25 years to move from the divisiveness of a dual examination at 16 (O level and CSE) which not only eliminated 40 per cent of the age group, but provided little guidance either to students or users about real ability and strengths. Even Sir Keith Joseph recognized how unsatisfactory and unfair this state of affairs has been, and gave his support to the proposed GCSE.

At least this was an attempt to move towards a "criterion-referenced" assessment, which will give some indication of a student's achievement in

terms of knowledge and skills, against what might be reasonable for 16-year-olds.

When it comes to younger pupils, what are the appropriate measures, especially in arts subjects?

Children's painting, drawing and modelling are explorations and statements. Unlike works of art, however, they do not set out to illuminate our understanding of the human condition. It does no service either to art or to children to suggest that they are mini-artists, engaged in the same activity as mature adults, and therefore to be judged by the same criteria.

How would Mrs Steane propose to explain to young pupils why their work was particularly "selected" either for

PLATFORM



Should history continue to be about kings and queens...



or inform the voters-of-tomorrow how they came by their rights?

The responses to *History for Life*, the Historical Association's submission to the DES about the compulsory years of schooling, have been coming in over the summer. In particular, the proposed compulsory syllabus on 20th century British history for 14 to 16-year-olds has been under scrutiny. There has been much favourable and supportive comment. Not that perfection is claimed for the proposal. Some lines of hostile criticism were predictable – "nationalist", "old-fashioned", "Whig", "elitist", "racist", "sexist". The ritual adjectives have been trotted out. But the authors of the syllabus were well aware of certain dangers, and have avoided them – which is not to say that they have been frightened away from adopting clear positions.

Three pairs of positives and negatives underlie the submission:

□ The Historical Association is *not* in the business of encouraging blinkered British nationalism. It is in the business of encouraging national self-awareness through the education of our children.

□ The Historical Association is *not* saying that only recent history is "relevant" history. It is saying that recent history can be made doubly relevant for all pupils in school.

□ The Historical Association is *not* saying that history is the only subject which all boys and girls should study compulsorily up to age 16. It is saying that if only one element in school timetables is to be made compulsory, it ought to be the proposed history syllabus.

Let us consider each of these points more fully. First, the case for making all schoolchildren study the history of Britain in the 20th century rests upon concerned recognition that, on the one hand, about half of all boys and girls at present give up any study of history at 14; and, on the other, that within two years of leaving school these same

When Lord Blake and Professor Donald Read led a delegation from the Historical Association to meet Sir Keith Joseph nearly two years ago, the then Education Secretary encouraged them to put in proposals for history as part of the common core curriculum. Although Sir Keith has now moved on, urgent measures are still needed to save history's life as a subject. Here Donald Read argues the case against the more hostile critics of "History for Life".

people are entitled to cast votes in national and local elections.

Are they properly qualified to do so if they know little or nothing about the recent history of their own country? Do they even know why they are entitled to a vote? Do they understand why it is good that they should be able to do so? Have they ever been told how the vote was won, first for all men and then for all women?

The proposed syllabus will let them discover answers to these questions. It will also enable pupils to understand the character of the national and local institutions of government, and of the influences under which they live. It will give the backgrounds over time to many of the issues which come up at elections – issues of economic, social, and foreign policy. All our children need to be given the chance to acquire such a framework of understanding and awareness if they are to become

A matter of life or death

constructive citizens, not only as occasional voters but as members of society day-by-day.

It ought not to be only those who have specialized in history at school who realize how much the two world wars and their effects have changed the lives of the British people during the present century. The proposed syllabus rightly centres on this century which is where we all live; but it takes care to make plain how 20th century Britain has been very much part of Europe and of the world, influencing and being influenced for good and ill.

Perhaps the syllabus should have been given a more positive title: "Britain since 1914, the Transformation of a Society"; or even "The Impact of Two World Wars upon British Society and Institutions".

The study of any period of history can be made to teach skills in analytical thinking and in both written and verbal expression. Such skills can be learnt

from evaluation of any body of historical information and ideas treated as evidence. But the information to be treated as evidence in the proposed syllabus possesses an extra dimension by being clearly connected with the contemporary scene.

Here, then, is a second point in favour of the proposed 20th century emphasis for non-specialists. Of course, this does not exclude the expectation that GCSE history specialists will choose also to study some period in greater depth.

It may be that a compulsory core curriculum embracing several subjects will emerge. A case for compulsory mathematics and English language can obviously be made. The Historical Association would certainly welcome a reinforcement of pupil literacy and numeracy, both for its own sake and as a means of assisting the understanding of history. Ideally, however, pupils ought to be already securely literate

and numerate by age 14. Conversely, the proposed history syllabus could not be appropriately undertaken until 14-16, since it assumes some maturity of comprehension among pupils, plus awareness of its reference to themselves.

A mental picture of the hundreds of thousands of teenagers who leave school every year should be in the minds of us all. It is an obvious but none the less crucial fact that these people will come to run the country during the first half of the 21st century. Make only one mistake in typing the sentence and it can read, "will come to ruin the country".

In truth, the margin for national error is small. At the opening of the present century in 1901 an article appeared in a journal with the bleak title "Will England last the century?" Among other things, it recommended the making of major improvements in the range and quality of state education for the children of the new electorate. That was done under the Education Acts of 1902 and after, and by other developments.

Some people argue that the quality of state education has fallen again over the past few years. He that it may, change in educational provision is likely to be continuous, since the needs and expectations of society are always changing. In this spirit, the Historical Association has proposed the introduction of a new syllabus to meet present-day needs. The syllabus itself emphasizes how accelerating change has been a 20th century feature. For boys and girls who are mostly in their last years at school, the syllabus seeks to link the recent past with the living present, with the aim of making it clear how it is their past as well as their present.

Professor Donald Read is president of the Historical Association.

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NEWS

This year's O and A level results have shown no signs that the teachers' dispute has affected pupils' performance – but they have produced some astonishing success stories. Lindsey Darking reports

John, 8, turns O level maths into child's play

A sports-mad schoolboy, fond of Donald Duck cartoons and Enid Blyton stories, last week became the youngest-ever pupil to pass O level maths.

John Adams, aged eight, of Asfordby, Leicestershire, obtained a grade B for the five-hour Associated Examining Board papers he took at Melton Mowbray College of Further Education in June. For two days, he sat alongside 16 and 17-year-olds at a miniature desk and chair specially provided for him by college staff and answered questions on bicycle-wheel revolutions and bookshop sales.

John's record tops that of Ruth Lawrence, another "genius" who took O level at the age of nine and obtained a double first in maths from Oxford University when 13. Unlike Ruth, however, who was taught by her father, and did not go to school or mix with children of her own age, John attends the local village primary and does normal school lessons.

Although he could read books and tell the time by the age of two, and knew the multiplication tables at three, John's mother Pat denies he is different from other children.

"He's just a normal, healthy lad and he's no swot. He has a natural aptitude for figures and is fascinated by sums and mathematical tables."

"We never treated him differently from our other children and we don't force him to study – he has just got into the habit of doing it every night after school until he goes out to play football with his friends."

"He doesn't consider himself a genius and maths is just one of many interests for him," she said.

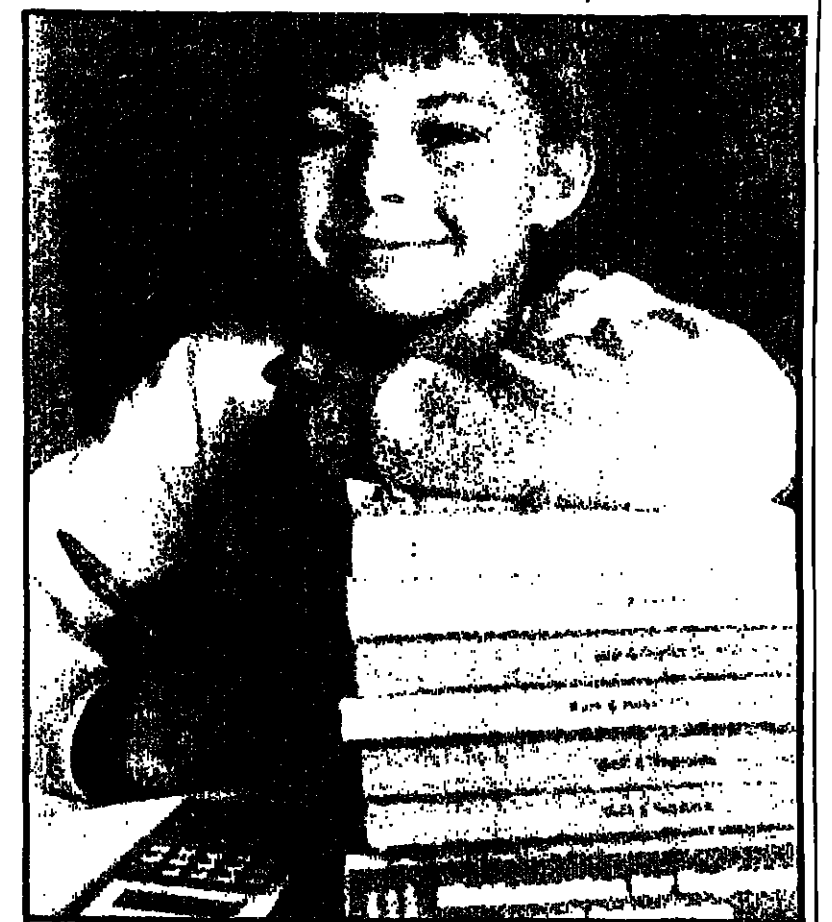
John's father Ken, a maths teacher, says there is no simple secret to his son's success. "He's a very bright child but the early years of work we did together were also important."

"I started helping him with maths when he was three and he was at CSE level at the age of six. He has done a lot of the O level work himself over the past two years," he said.

John has already started studying for A level maths, which he hopes to pass before he is 10, and, like Ruth Lawrence, wants to go to Oxford and become a maths professor.

He is also good at creative writing and music, but says that he is "terrible" at drawing.

● A teenager who received no formal



Making the grade: John Adams is after an Oxford chair

education until he was 11 has passed four O levels, achieved a Grade one CSE and gained two others CSE passes.

Tony Laing, 16, from Mile End,

London spent just one day at school from the age of five until he went to an East London primary school six years later. He later attended an independent secondary school.

Clean sweep for Essex boy Class doubles maths average

An Essex schoolboy has achieved the best possible results in his A level exams this year.

Philip Turner, 17, a pupil at Colchester Royal Grammar School, got A grade passes in all his five A levels, with two S-level distinctions. He will be going to Balliol College, Oxford, in

October, to study mathematics.

Philip, who obtained seven grade A passes in his O levels, studied A levels in maths, further maths, statistics, physics and electronics. His S levels were in his favourite subjects, maths and further maths. "I never expected to make a clean sweep," he said. "I've been celebrating ever since I found out."

A class at Downpatrick College, near Belfast, has jointly won 21 A grades and 19 B grades in its maths A levels – a 76 per cent A and B grade success rate, more than double the 33.6 per cent national average.

Mr James Ellis, principal of the 400-pupil college, which has both Roman Catholic and Protestant students,

says that the success is based on good teaching and a caring environment.

"It proves that good teaching is the key to achievement," he said.

The teachers, Mr John McMahon and Mr Tony McLeigh, try to introduce fun into maths teaching and to link the subject with events in the real world.

Pupils join appeal for world peace

By Sue Surkes

Pupils in 34,000 UK schools are each being urged to give time to world peace.

Every school is being sent a special schools' pack for The Million Minutes of Peace Appeal – set to take place in more than 40 countries from September 16 to October 16 as part of the United Nations' International Year of Peace.

The appeal is aimed at boosting public awareness by getting people to devote time to peace rather than donating money. Its schools project will invite pupils to design and conduct a questionnaire on peace and to use their material as a basis for a short story, painting or drawing.

Schools will be asked to tot up the number of minutes spent on the project and to send a selection of work to the organizers for possible inclusion in a special book and calendar.

The project – prepared by teachers and given the stamp of approval by children – will be sent all over the world in the hope that other countries will follow suit. In the UK, a bill is one of many ways in which youngsters will be able to take part in the appeal.

On September 16, they will be able to join people from all over the world by stopping what they are doing for a minute and thinking about world peace.



On your marks: Italian and British students at the starting line in a mini "Olympics for Peace" held in Regent's Park, London, on Sunday. The Italians, from Lord Byron College, one of the largest private English schools in Italy, have been on an exchange programme with sixth-formers at Cardinal Wiseman High School, Ealing. The programme is being carried out under the auspices of the Italian foreign ministry to mark the UN International Year of Peace.

Nations Minute of Silence. It is hoped teachers will develop the peace theme in subject lessons such as English and RE.

Helen Sayers, schools' project co-ordinator, said the project was neither political, nor competitive, but a means

of encouraging children to think about the meaning of peace and to work as a team. It was educationally valuable in itself, enabling pupils to develop communication skills, learn to select, record and present findings and appreciate the importance of their own ideas.

Scots staff 'first group' to turn Thatcher

by James Meikle

Teachers in Scotland became the first public sector workers to make the Thatcher government change its mind because of industrial action, according to the author of a book on the pay dispute north of the Border.

Mr David Ross, who writes for *The Times Educational Supplement* – Scotland, argues that the Government and local authorities were consistently outmanoeuvred by the teachers during a sustained 19-month campaign that culminated in the setting up of the Main committee of inquiry into pay and conditions.

He also says that the two Secretaries of State for Scotland involved, Mr George Younger and Mr Malcolm Rifkind, had some sympathy for the teachers.

Mr Ross believes senior officials at the Scottish Education Department made a "fundamental error of judgement" early in the dispute. He speculates they advised ministers that an aggressive leadership of the Educational Institute of Scotland, the main union involved, was out of touch with its membership.

But Mr John Pollock, the general secretary of EIS, never made an obvious mistake, according to Mr Ross, who warns that action could still continue until the next election, depending on what results from the Main Inquiry.

An Unlikely Anger – Scottish Teachers in Action by David Ross (Mainstream Publishing, £2.95).

Friends teach glue-sniffing

by Lindsey Darking

Secondary school children in London and the Home Counties are teaching each other about glue-sniffing, according to a survey published last week.

The survey found that nearly one in four fourth-year pupils questioned admitted trying solvent abuse.

And although TV and radio were the most common sources of general information on the subject, the mechanics of solvent abuse were learnt from friends.

More than 4000 pupils in 28 schools were questioned in the survey conducted by the National Campaign against Solvent Abuse.

Of these 23.9 per cent admitted that they had tried some form of solvent abuse – an increase of 7 per cent on a similar survey carried out by the campaign last year. A higher incidence of abuse was also found among girls. But, according to Mr Wayne Laws, one of the campaign's two full-time

workers, this arose out of two or three unrepresentative girls' schools in the study.

Nearly half the children questioned wanted to see the sale of solvents restricted, and saw this as a better way of tackling the problem than publicity. One disturbing finding was that the range of substances used for solvent abuse had increased.

More than 120 deaths last year were connected with solvent abuse, according to the campaign, which is compiling figures on solvent-related deaths in conjunction with St George's Hospital, London.

The campaign, which is funded by the London Borough Grants Unit, has over 76 cases on its books, and receives 20 to 30 calls a day from glue-sniffers, their friends, parents and schools.

Confidential help can be obtained on 01-733 7330 and the campaign can be contacted at Box S13, 245a Coldharbour Lane, London SW9 8RR.



Exmouth school faces £57,000 loss

by Barry Huggill

Exmouth Community College, the largest comprehensive school in the country, is facing a £57,000 deficit.

Mr Philip Thorne, warden of the college, part of which is a 2,300-pupil comprehensive school, has written to Mr Joslyn Owen, Devon's chief education officer, explaining the expected loss which is unusually large.

In the letter he says that he is finding it impossible to run the school on the money granted by the authority – this year it was allocated £80,000.

The school is spending only £23,000 per pupil on textbooks which is £1.71 under the East Devon average, he says.

Local authority officers are monitoring the spending of the school and, according to Mr Owen, will do their utmost to help. An attempt will be made to cut costs on items such as reprographics and telephone rentals which Mr Owen believes to be very high.

Mr Thorne will be meeting Mrs Margaret Rogers, the Alliance chair, man of the education committee, on September 2 to discuss the matter.

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Striking first

American school administrators don't take the prospect of strikes lying down. No sir: they plan ahead, as an advertisement recently spotted in *The New York Times* makes clear. It states: "The Union County Regional High School District anticipates the possibility of a strike by the Teachers Union in September. In the event of a strike, schools will be kept open and four-hour days will be scheduled for the district's four high schools. Substitute teachers will be needed and will be paid at the rate of \$180 per day for each day worked."

Just in case any Tom, Dick or Harry might think he could show those teachers a lesson, the ad goes on to require "teaching certificates of proof of eligibility (minimum of 60 college credits)". Those interested in making a fast buck should apply to Charles Bauman, Assistant Superintendent, Union County Regional High School, District 1, Jonathan Dayton Regional High School, Mountain Avenue, Springfield, New Jersey 07081. No need to worry about ethical considerations: the ad assures us that Union County is an equal opportunity affirmative action employer.

Rebels' desres
For sale: delightful, secluded indoctrination centre complete with overgrown grounds of one acre. White Meadow House, at Parwich, Derbyshire, the mansion bought by Corn Redgrave for the Workers' Revolutionary Party in the mid-1970s, is on the market. Nicknamed "The Red House" by the locals, dark tales of the brainwashing of innocents used to emanate from the place. The TES told the story in 1976 of a group of deprived children from London who thought they were being taken there for a country weekend but complained of "a terrible time", with lectures all day on the need to "amass capital". Eleven years ago, Mr Redgrave paid £23,000 for the house. Today, the asking price is £180,000. Now there's a tidy sum to pay for the revolution.

State's evidence
When it comes to educating their own children, education ministers cannot win. The decision by junior minister Bob Dunn to send his four-year-old son Alexander to St Joseph's Roman Catholic Convent, a private school in Kent, has been duly decided by Labour spokesmen and the NUT.

But it is on the question of his own education that Chris Patten, minister of state, has come slightly unstuck. He recently claimed to be "a product of the state education system in which most of our children are educated".

One of the old masters at his former school – St Benedict's, Ealing, quickly wrote to *The Guardian* to set the record straight. "St Benedict's has been independent since its foundation and became a public school in about 1891," he said. In fact, St Benedict's was a direct grant school in Mr Patten's day and he won a place through the 11-plus to go there. So his claim to be "a product of the state system" is not entirely false – but not entirely true either.

Stoic switch
Philosophy may be disappearing from universities but it appears to be surfacing in the most unlikely places. The Chartered Association of Certified Accountants reports a marked improvement in the numbers passing their final exams this year and ascribes the improvement to "the fact that students and teachers now have a better appreciation of the philosophy underlying the examinations". What can they mean?

Acronym

Bert Lodge reports the troubled times of schools rugby after the pay dispute, and an agreement on the basic qualifications needed by swimming class supervisors



Hard to run: the game is suffering from a chronic fall in qualified staff

Trying to tackle a lack of coaches

A fortnight before anyone could know the answer, the major question exercising England's school rugby masters in conference at Heston College, Oxfordshire, last week was: "Will they come back?"

"They" are that staffroom army whose willingness to referee, coach, run a side, and take a team away on a Saturday made the game possible for scores of thousands of boys – until last year's pay dispute, that is, when the tactic of "prepare, teach and mark and nothing else" was introduced.

Then those self-denying teachers tasted, many for the first time in their professional lives, lunches that could be lingered over.

Saturday mornings became unencumbered with "team meets school gates, 9am," and winter evenings did not begin with showering off the mud of an after-school coaching session.

Mr Archie Macintyre, the secretary of the Scottish Schools' Rugby Union, reminded the conference that Scottish schools were already back, industrial action was still going on there, and it would be their third year of disruption.

Scots introduce drug tests

Random drug testing will be introduced next season for Scottish schoolboy rugby players. This is believed to be the first time the control measure has reached school team games, although it was introduced at the English schools swimming championship last year.

Mr Archie Macintyre, the secretary of the Scottish Schools' Rugby Union, told English rugby teachers last week that urine testing would initially be confined to the under-18 national

He compounded the gloom with: "We have a feeling that there's a fair number of masters who will not return to voluntary activities."

It is a disturbing possibility – but not so worrying as what emerged from a random survey of 1,000 schools in 12 counties, conducted by Mr Ron Tennick, the secretary of the English schools' union. For he reported that, even before the dispute, the biggest problem the game faced in schools was a lack of qualified staff. Often one man in a school was running five or six teams – the chance of promotion – had largely disappeared.

Once the shortage of qualified enthusiasts was acknowledged, other factors adversely affecting the game in schools fairly tumbled out – falling rolls, the advent of mixed physical education, inspectors who disapproved of team games, the breadth rather than depth approach of many comprehensive with its consequent weakening of the traditional *esprit de corps*.

Mr Tennick added: "A significant number of responses also indicated that the Rugby Football Union attitude to apartheid had even taken its toll in that some heads and governors have said they do not wish to be linked with the game that associates itself with South Africa."

There remains another factor – the growing practice of clubs providing rugby for ever younger players. A certain ambivalence was detectable last week towards the clubs. There were grumbles that, if they do not actually play boys away from the school, they play them on Sundays when they have already played the day before for the school.

One critic was more forthright, painting a picture of club members "standing on the touchline with their pints encouraging the cols to do all the wrong things."

Indeed, one workshop at the conference proposed that, in line with the growing emphasis placed on health education, the beer-swilling image should be discouraged. But one realist commented: "Lose that and you might lose the lads themselves."

The older delegates, the more they appeared to value the tutorial-pastoral element teachers brought to the game. "Don't let the game go to the clubs!" thundered Mr Percy Morgan, who helped found the Essex schools' union 40 years ago.

One suggestion was that the Rugby Football Union should harden its policy on the matter and insist that a club should have to seek a school's permission before it played any boy – as already happens in Wales.

But Mr Tennick pointed out that statistically, the clubs were in any case simply not numerous enough to cope with the vast numbers of schoolboys which could be pushed in their direction.

An injection of common sense and optimism into what had been largely a gloomy gathering came from Mr Geoff Edmondson, a PE inspector for Kent and secretary of the National Council for Schools' Sports. "We need a lot less suspicion between the two groups represented here this week," he said in a reference to the fair number of club administrators also invited.

He urged that, where excellence existed in the sporting activities in a state school, it should be encouraged with a salary scale point or two.

He suggested that the idea of mixed sport – anathema to many of those present – should not be knocked if ways could be seen for it to benefit rugby.

It was not the inspectors, he stressed, who had called for an end to competitive sport. "It's come largely from the people in the schools. The inspectorate has merely said that we would prefer it to be in school time."

From the nature of his job, Mr Edmondson sees what is happening in most other sports and he passed some ideas on for the rugby world to consider.

He called for a national private register of coaches who would visit schools – "and you would have to pay them," he added, knowing fully well he was speaking to representatives who had given a lifetime of unpaid service to a sport which, like no other, elevates the amateur principle to an ideology.

He said that hosting world events, projecting a good media image, having a worldwide or at least European base for the sport, and the involvement of young people before secondary school age all seemed to get results for other sports.

He added that "young people like to feel they belong to a sport for the whole year – so something through the post perhaps, now and again" might help.

Mr Edmondson managed to convey hope to a group of people in need of it, who were feeling the truth of a summing-up from Mr John MacG. Kendall-Carpenter, a memorable name from the international scene in the 1950s, and now head of Wellington School: "The ethos of the school has changed so much. Those items will never return."

Pact on poolside safety guidelines

A challenge by physical education teachers to the Health and Safety Executive has led to an agreement on the basic qualifications staff need to supervise swimming classes.

A draft safety document was issued by the HSE after a child died in a crowded pool at Street, Somerset, last year and the local authority was prosecuted. But the Physical Education Association said the provisional guidelines were too demanding. It claims many authorities had revised their regulations to produce detailed policy statements which placed unrealistic restraints on school swimming.

Research by the association over the past four years shows that, out of 200 injuries reported during school physical education periods, only seven occurred at a pool – of which six took place out of the water.

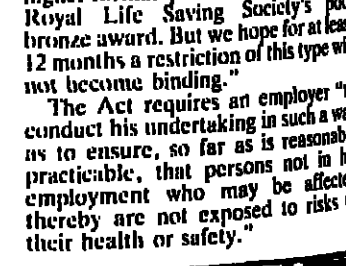
Mr Andrew Petherick, the association's general secretary, said this week: "The Health and Safety Executive's findings. Further, it shares our concern that any restriction in school swimming programmes is likely to lead to an increase in swimming accidents in the future."

Until a final guidance document is produced next year, Mr Petherick said the HSE had agreed to accept as a minimum that a teacher supervising swimmers should be able to:

- Identify any in difficulties;
- Remove them from the pool satisfactorily, whatever the safety procedures necessary to provide a safe environment;
- Provide the necessary first aid at the poolside, including the application of resuscitation where necessary. This should include both the expired air and external chest compression methods.

But Mr Petherick warned his members that it was i.e.s as employers which had the responsibility of enforcing the 1974 Health and Safety at Work Act. "They may choose to enforce the higher formal qualification such as the Royal Life Saving Society's pool bronze award. But we hope for at least 12 months a restriction of this type will not become binding."

The Act requires an employer "to conduct his undertaking in such a way as to ensure, so far as is reasonably practicable, that persons not in his employment who may be affected thereby are not exposed to risks to their health or safety."



By the time accepted safety minimum

Jarvis puts the economy on top of the TUC pile



James Meikle reports on the NUT general secretary's elevation to the presidency of the TUC – and on the impact he is likely to make

BRIGHTON '86

Teachers' hour has arrived at the Trades Union Congress.

Fred Jarvis will next week become the first teacher union representative to hold the post of president and to chair the 51-member general council.

His year-long elevation comes after 12 years on the council – 11 of them as general secretary of the National Union of Teachers. He says it is an honour for both himself and the profession for which he fights.

Yet Mr Jarvis, a well-known fan of the racetracks, is reluctant to bet, even now, that the top jobs are certainly his.

He still has to be adopted by the rest of the council towards the end of business at the TUC conference in Brighton and his regard for etiquette and his politeness to colleagues stops him from viewing this as a formality.

Uncontroversial in TUC terms, the affable Mr Jarvis is likely to get approval without a vote, according to the convention of "Bugsie's turn". His council service is as long as that of Clive Jenkins, leader of the technicians' union ASTMS, but Fred Jarvis has alphabetical precedence.

He would be bitterly disappointed if he had to wait to take up the presidency – even if, to the outsider, it seems to combine the drawbacks of managing difficult debate without the compensations of obvious influence, now that the Thatcher Government has weakened the say of unions in economic and political planning.

But this is not a swansong for Mr Jarvis, who will be 62 next month, even though he has already spent more than 30 years on the union scene. It will be a few years yet before he devotes more time to Sandown racecourse, West Ham United Football Club, and photography.

He has no intention of handing over the reins at the NUT until he reaches retirement at 65.

The TUC presidency comes, coincidentally, after long spells of industrial action by the NUT and the National Association of Schoolmasters/Union of Women Teachers, who are fellow TUC affiliates.

There is respect among other unions for the way the teachers kept up the momentum in their pay campaign. They risked a bruising from Government, public opinion and conservative elements within their own ranks.

The teachers largely achieved attention by working to rule (since partly undermined by legal judgments and opinions), rather than using strikes,

which they could not have sustained. Norman Willis, the TUC general secretary, did, however, pressure the NUT to meet the conciliation service Acas during peace-making manoeuvres last winter.

Victory still has to be secured, and it will be far from total, but the teachers earned their union stripes by encouraging other public sector workers to challenge pay policy.

Respect from other union leaders is not always matched within the schools. Many dinner ladies, part-time workers and rank and file members of the National Union of Public Employees, blame teachers for putting their jobs on the line by boycotting midday supervision.

It endorses both the Youth Training Scheme and the Technical and Vocational Education Initiative in schools, despite reservations, particularly over evaluation and funding schemes.

The TUC is influential in the running of such developments through representatives on the Manpower Services Commission, even if it resents the Government sometimes "bouncing" the MSC into hastily expanding YTS and TVEI.

Yet teachers are suspicious of such an approach in education. Many would prefer to keep a degree of local authority independence whatever the faults of the present system. The TUC does not have a seat, however, at many of the education tables.

Norman Willis was meant to address these differences at a recent TUC education conference, but, to the surprise of some colleagues, simply forgot to deliver the relevant part of the speech.

The passage was meant to reassure teachers that, while the TUC wanted more work-related courses in schools, he did not want to see the MSC running education. It would also have asserted that any possible amalgamation of education and training in one Government department should not downgrade the importance of training.

In other words, he would have urged the status quo.

There is little argument about other aspects of the TUC's desires for education – more opportunities for children under five, no cuts in staff, equipment, or range of subjects taught in schools, no school meals cuts, introduction of education maintenance allowances for 16 to 18-year-olds, expansion of higher and adult education opportunities, and

opportunities for workers to have paid educational leave.

The TUC presidency may not be the last chapter in Mr Jarvis' career, but it is some recognition for a generation of union activity.

Mr Jarvis, an East Ender, left grammar school at 16 because his parents could not afford to keep him. He saw military service in the latter part of the war. After an Army correspondence course, he got a diploma in social administration and then read politics, philosophy and economics at St Catherine's College, Oxford.

He was president of the National Union of Students from 1952-54. It was in this role that he built up European student links – helped by Olof Palme, the MSC into hastily expanding YTS and TVEI.

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University – school links commended

by Bert Lodge

Links between Leicester University school of education and neighbouring schools are remarkably well developed, HM Inspectors have found.

A partnership system has been developed and teacher-tutors designated.

"Such teachers take on the major day-to-day responsibility for advising and assessing the students on block practice and they are seen as equal partners with the university's tutors guiding them. During the practice the teacher-tutor gives on-the-job advice and support and overviews the preparation and assessment of lessons."

The inspectors were also impressed by the commitment of the staff to research and higher degree teaching. "This illuminates and enhances their teaching to a most satisfactory level."

Another striking feature was extensive involvement of tutors in in-service teaching which "visibly enriches the work with initial teacher training students."

The school of education at Leicester is one of the largest in the country, enrolling about 260-270 students a year on its Postgraduate Certificate in Education course. The school was chosen in 1979 for the location of the DES-funded three-year research project into teacher education in universities.

On the early years course it was noted that of the subjects the 20 students, all women, had specialized in for their degree almost half appeared to have no immediate relevance to the teaching of young children. "This is particularly unfortunate since there is no opportunity within the course structure to obtain a curricular strength,"

the inspectors say. Yet the quality of students' work in schools was good.

HMI reports

HMI reports are available free of charge from the Department of Education, Science, Publications Department, Honeypot Lane, Staines, Middlesex HA7 1AZ. They are also available from i.e.s.

Sheffield work praised

Sheffield's adult education service has been commended by HM Inspectors for the quality and commitment of its work.

The education authority has given priority to adults who have left compulsory education as failures. "The i.e.s. has faced up to many issues of social justice and educational priorities in its policy for adult education," the report says.

Staffing levels in each division provide a sound basis for professional service. A stable budget, three advisers, three central co-ordinators, and a sound decision-making structure mean that the service is sensitive to community needs, HMI say.

However, the opportunity for students to play a more active part in making decisions could be improved, they comment.

A number of classes had a high proportion of "perpetual students" who could be encouraged towards independent learning.

The city was praised for a "well-conceived adult basic education scheme, a notable programme of English as a second language, and a good volunteer home-tutor scheme." Considerable effort and commitment in work is being directed towards the needs of adult unemployed.

Sheffield's paid educational leave scheme for council employees had "a significance far beyond the boundaries of Sheffield and suggests a worthwhile example of the joint responsibility of employers, unions and educators towards those in employment whose previous benefits from the educational system have been limited."

Aspects of adult education in Sheffield. Report by HMI, DES.

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PRIMARY

Learning to talk about the unmentionable

by Julia Hagedorn

Advice on how controversial "adult" issues such as Aids and homosexuality should be handled in the primary classroom is provided by a new Inner London Education Authority handbook.

Ms Rosalyn Lines, one of the contributors to the booklet, *Primary Matters*, advises teachers to adopt a light, confident attitude and make a point of giving correct information.

Ms Lines says that teachers who hear a child calling a classmate a "poof" should explain that this is a derogatory word for a gay man and add: "They don't deserve to be called a rude word—it's fine to be a lesbian/gay man."

"About Aids, I would ask what they know about it (usually they know that gay men get it). Then give information: 'Not only gay men get it, but it is a very unpleasant disease which kills people, so think before you joke about it'."

Ms Lines, who teaches at Johnna primary school, Lambeth, also suggests how teachers should react when boys are caught looking at girls' bodies in the lavatories. "It may be that the boy has never seen a girl's body and is curious, in which case he needs to look at books and talk about it... He also

needs to know that he has no right to touch another person's body in an intimate way unless he has permission, and girls need to know that they don't have to give that permission."

Other teacher-contributors to the booklet, which is part of the ILEA's drive to promote racial and social equality, argue that sexist patterns of behaviour are evident among the youngest primary children.

The booklet points out that this is hardly surprising as many parents have clearly defined views about their gender roles. A five-year-old from Ashmount infants school, Islington, is quoted as saying that her father was so lazy that "he makes me clear his plate away for him". And an 11-year-old from Robert Blair primary says: "My mum does all the jobs about the house and my dad does nothing at all."

Ms Sue Blackman, of Peterborough primary school, Fulham, says she encouraged the girls to play football, not because she thought it was a wonderful game, nor because she wanted them to become like boys, but "simply to give them the opportunity to reclaim some of the playground space which has traditionally been dominated by boys".

She admits, however, that mixed

teams were not successful. The boys felt humiliated playing with girls who had less experience and expertise. The girls, in turn, were left fighting yet again to prove that they were as good as the boys. A compromise was reached by forming girls-only and boys-only teams which occupied the school pitch on alternate days.

Ms Hilary Claire, from Bollingbroke primary school, Wandsworth, was confronted by a class of top infants where boys were in the majority. They were, in general, immature and exhibited anti-social behaviour. "By the age of six or seven the boys were regularly in trouble for fighting, breaking or throwing things and, as happens in gangs, the reinforcement of the group was more powerful than the individual pressure of the teacher. In class, they were attention-seeking, often very provocative and, most worryingly, undermining academically."

In contrast, the girls were passive and reticent. "It was the classic situation where so much teacher attention was given over to dealing with boys' naughtiness, that there was little time left over for the girls."

Ms Claire embarked on a programme to change the power structure within her classroom and to encourage

collaborative work between boys and girls. She did this by creating situations in which girls and boys needed each other, and gained mutual support. Much of this work emphasized talking, listening, reporting back and operating successfully in mixed couples or small mixed groups. The boys had to pay attention to the girls' ideas and were often helped at the writing-up stage of a project by the girls who were, on the whole, more able academically.

Ms Saira Bohan-Croft, of Stillness junior school, Lewisham, had trouble with her fourth-year juniors. "The boys' domination and aggression made life in the classroom very difficult for the girls and for me."

"Already in mid-September I had to curtail an indoor PE lesson because of the boys' behaviour and particularly their refusal to co-operate with the girls in either setting up the apparatus or in lesson tasks." She initiated a discussion which uncovered some of the underlying reasons for the disruptive behaviour. "The most crucial one was that the boys did not think highly of girls and did not want to work with them."

She therefore conceived a long-term programme designed to improve the

status and confidence of girls and to eradicate the stereotyped image that the boys had of girls.

This included a plan of action where boys had to allow girls to play their game (and vice versa) on a specific day in the playground under rules which had to be the same for both sexes.

The children were also asked to discuss how they saw their future and took part in role-playing exercises where they swapped "traditional" jobs. They also consulted the dictionary to see if it defined various jobs under sexist headings.

In a lighter vein, Ms Alison Kelly, from Perrymount primary school, Lewisham, thought of a novel way to show the boys in her class of top infants that the make-up kit in the play corner was just as appropriate for them to use as the chemistry set.

"I bought pictures of Michael Jackson and Boy George and we talked about why men sometimes wear make-up... We also talked about being smart, dressing up and looking good and realized this was just as much a male as a female preoccupation."

Primary Matters, some approaches to equal opportunities in primary schools, ILEA, 1986.

Parents upset at merger proposals

A London borough's proposals to amalgamate 12 first and middle schools have upset teachers and provoked protests from parents that choice is being abolished.

The plan, from the borough of Harrow, would mean that the resulting six merged schools would educate children from the ages of four to nearly 13.

The amalgamation, along with an intention to cut class sizes to 30, is all that is left of a primary development plan that was drawn up in 1981. The original intention was to provide nursery units in all first schools, remove as much temporary and sub-standard building as possible, and organize primary education in such a way that the distribution of schools preserved their links with the 12-16 high schools as far as possible as rolls fell in the 1980s.

However, cutbacks from central Government and parental protests against proposed closures have taken their toll. The intention now is to create two types of school: combined first and middle schools with an intake of 60 and separate first and middle schools with an intake of 90 at each stage. If the intake numbers are strictly adhered to, this would lead to maximum class sizes of 30.

Mr John Deans, assistant education officer, admits this would mean controlling the intake to such schools fairly rigidly for some years ahead, starting from September.

At Weald first school, for example, the intake has been cut from 70 to 60, although under the original plan it was due to be expanded to 90. Indeed, in 1985, £10,000 was spent on the school's expansion plans.

Mrs Audrey Filer, the school's former head, says that the school already has 84 first choice applications for September. If it is reduced to 60 "it means that parental choice will go down the drain".

Mrs Pam Robson, a Seale 2 teacher with responsibility for language at Weald middle school, says that primary education in Harrow is in a state of turmoil and that many teachers in the borough feel demoralized and insecure.

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Net results: seven-year-old Phillip Commons, from Oxford, indulges in pond dipping during Project Sparrowhawk at Shotover Park, Oxford, last week. This was a holiday activity scheme to interest children in nature, organized by Berkshire, Buckinghamshire and Oxfordshire Naturalist Trust and Oxford City Council.



Admissions policy criticized by HMI

Admissions policy for under-fives in North Powys causes disruption to children and staff, according to an HMI report.

Inspectors looked at 21 of the area's primary schools and found that children may be admitted at the parents' request either full or part-time at the beginning of the term after their fourth birthday.

But the admission pattern varies from school to school. Some admit on the child's fourth birthday, and some at the half-term break following the fourth birthday.

This makes for a changing population in the nursery. Inspectors say, with older children moving on to the reception class each half-term to make room for the younger ones.

Some children experience less than three terms of nursery education, and in some cases the knock-on effect lasts right through the infant department, with children moving from class to class throughout the academic year.

"This is unsettling for pupils and staff and can hinder progress," the HMI report says.

No member of staff, apart from certain headteachers, at the 16 primary schools in South Powys visited by HMI has curriculum responsibility for the English language.

And, unless the head instigates it, there is no formal discussion of language development.

Inspectors visited the schools earlier this year to look at how they taught English. While the basics of reading and writing were generally well taught, few schools had developed their own comprehensive language schemes. In-service courses paid little attention to the problems of teaching English. Powys has no English adviser.

All but one of the schools had developed or were developing schemes of work for English, but few had adopted a unified policy for language teaching. Some of the most

exciting work, the report says, is undertaken with the younger pupils. With more awareness, and a clear definition of goals, this could lead to even higher levels of performance in later years.

There has been a positive response by schools in the Bodelern and Holyhead areas to the bilingual language policy started by Gwynedd in 1975. More than 70 per cent of the 2,964 children at the 22 primary schools in the two catchment areas leave primary school either as fluent Welsh speakers or "making positive progress towards their mastery" of the language.

The inspection was carried out by HMI to assess the teaching and learning of Welsh as a first and second language some 10 years after the publication of the authority's language policy which "aims to develop every child to be thoroughly bilingual."

The two adjacent catchment areas provide examples of a traditionally Welsh speaking one and another that is less Welsh. Schools in both areas, the report finds, apart from a few exceptions, accept the challenge of the bilingual policy.

Reading and language schemes which have accumulated over the years in many of the primary schools in the Rhymney Valley restrict the opportunities that pupils might have to read fiction or poetry. In one school, there were 13 reading or language schemes, and it was not unusual to find as many as nine.

Inspectors visited 15 primary institutions in their survey, which was to assess provision and practice in the teaching and learning of English and Welsh.

They found that pupils' reading was often a brief mechanical exercise.

Copies of the full HMI reports are available from the Welsh Office Publications Department, Cathays Park, Cardiff CF1 3NQ.

Most playscheme staff 'unqualified'

Children on local authority playschemes are often being left in the care of unqualified staff not much older than their charges, a new survey claims.

Research by Play Board, an organization set up by the Department of the Environment in 1983 to co-ordinate policies on children's play, showed that of the 4,000 staff employed in 84 per cent of local authority schemes last year only 300 had any kind of certification or diploma in playwork.

Fifty per cent of employees were aged between 15 and 20, and half of those were left unsupervised. Children who attended the playschemes are aged from five to 15. They attend voluntarily and can come and go at will.

Approximately half of all staff had received no preliminary training. Play Board is now working with local authorities to offer a training package

over several days and give information on the essentials of creative, practical, legal and medical aspects of play.

Play Board's communications officer, Mr Nick Balmforth, stressed that the survey was not intended to create a scare story.

But he said it was bewildering to face up to 150 children wanting a variety of play experience without the benefit of training.

SCHOOL TO WORK

Jobless stumble over form-filling

by Lindsey Darking



Lacking confidence: unemployed teenagers

Jobless school leavers find application forms and interviews the biggest stumbling-block in their search for work, a London youth unemployment project has reported.

About 12,000 people aged 16 to 17 approached the work-Owl scheme—which is funded by London local authorities—to get help in finding a job. Many lacked self-confidence, presenting themselves badly on paper and in interviews. They often found application forms confusing.

Ms Julie Hamilton, a staff counsellor for the project, said small print on

many forms made them difficult to understand. "A lot of young people did not understand the importance of following instructions on the form. If you are applying for a job the employer wants to know that you can follow instructions," she said.

The school-leaver questions about their future plans or ambitions, appeared to have had little practice at thinking ahead about careers.

Many had rejected guidance given by careers advisers because it was too far removed from what they wanted to

do. Jobcentres were also found to be off-putting, with young people lacking the confidence to ask staff for help.

Work-Owl helped more than 7,000 young people to find work, through counselling and advice sessions with the project's staff and volunteers. The majority of those who approached the scheme had no GCE passes, and 57 per cent were of black or Asian origin.

The scheme, originally sponsored by Capital Radio, started as *Jobmate*, and changed its name after it broke away from the radio station.

Under-25s shun new Docklands training

Unemployed under-25s in London's Docklands are not signing up for training courses on offer to them. Skillnet, a training scheme designed particularly to offset Docklands unemployment, reports that only 600 of the 1000 places available for this September's courses have been taken up so far.

"We have long waiting lists of young people living in Newham, Southwark, Lewisham and Greenwich. They will be offered places if more Docklands people don't come forward," said a spokesman for the scheme.

Skillnet, which is backed by the Inner London Education Authority, the

London Docklands Development Corporation and Newham, has been hailed as London's biggest ever job-training opportunity. Young people who complete the 200-hour training get a Skillnet passport. This gives them priority when applying for jobs in Docklands firms.

During 1978 to 1981 London Docklands suffered a 27 per cent decline in employment, but new firms are now moving back into the area.

Further information can be obtained from Docklands Skillnet, Stoneyard Lane, Poplar High Street, London E14. Telephone Hotline—01 538 5131.

BTEC rejects criticism on office skills courses

Business training in Britain is as good as in France, according to the Business and Technician Education Council.

Referring to recent attacks on British training of office workers in a discussion paper published by the National Institute of Economic and Social Research (NIESR, August 15), BTEC says that many of their national courses achieve a high success rate in both getting jobs and student satisfaction.

A recent survey of BTEC national courses in business and finance found that 75 per cent of former students were now in full-time employment, with two-thirds of these undertaking part-

time higher education. Most students in the survey were enthusiastic about teaching methods and preferred assessment-based to exam-based study.

The National Institute's research suggested that French office training was superior to that in Britain.

The report criticized BTEC's performance since its formation, as the Business Education Council, in 1974, saying that neither students nor employers had been well served by BTEC's policy of deliberately not setting nationwide exams, as in the French system.

Accountancy adds up to long-term graduate earner

by Bert Lodge

The oil and gas industries offer new graduates the best starting salaries—but above-average students who opt for accountancy top the big pay league by their early thirties, a new survey shows.

Research conducted at more than 100 companies for the Committee of Vice-Chancellors and Principals and the Association of University Teachers by PA Personnel Services says that one in 20 of last year's graduates became trainee accountants.

Average starting salaries in oil and gas were £2,760, compared with £7,424 in the professional services. Yet by the time graduate entrants are in their early thirties, the above-average in accountancy are on nearly £30,000 compared with the £22,650 earned by those in the fuel sector.

The survey shows that 35 per cent of graduate opportunities are open to anyone with a degree, no matter what the subject. The most sought-after

disciplines are engineering and technology (24 per cent of places on offer), physical science and business studies. Lowest prospects were in chemicals and allied industries.

Students who obtain top-class degrees can expect the best earnings within a few years of graduating, particularly if they work in engineering and technology.

Research carried out by Manchester Polytechnic into the early careers of 2,500 university and college graduates shows a definite link between higher classes of degree and better salaries.

Overall, university graduates were paid more, both on graduating and later, although the highest-paid group after four years were polytechnic graduates with first-class degrees.

Approaches to Employment free from the Publications Unit, CNA, 344-354 Gray's Inn Road, London WC1X 8BP.

Scheme to bring adults into higher education

by James Melkie

West Yorkshire is the latest area to offer adults a new passport to higher education and training.

Leeds and Bradford universities are among the educational institutions and training establishments involved in the West Yorkshire Open Learning Federation, under which students can build up credits to qualify them for further courses.

The scheme was officially launched this week after a successful year-long pilot, which provided 200 people with "study passports".

"Student work is recognized by the

award of a credit for each 50 hours of study completed in a range of courses, which cover basic skills, work-related and academic subjects, and recreational pursuits.

Credits can be achieved at any of five standards, starting at level one with basic skills and moving up to level five, which may provide entry to higher education or advanced training establishments backing the open learning federation.

The West Yorkshire programme follows the success of a similar scheme being run in Manchester.

Euro-students' grants agreed

The Government has decided to show Community spirit by agreeing to pay the tuition fees of undergraduates from other EEC countries studying in Britain.

From the start of the coming academic year, it will pay the £536 fees of some 3,500 students from other EEC member states at a cost of £1.8 million next year alone.

To qualify, the students must be on courses that are designated for mandatory awards, must have spent the previous three years living within the Community and must not previously have followed an equivalent course in their own country.

This decision has been prompted by a

ruling by the European Court of Justice that any obstacles in the way of equal access to vocational education in member states was in breach of The Treaty of Rome.

A subsequent letter from the European Commission suggested that the breach in Britain's case was not the fees system as such—EEC nationals already pay the lower, home rate—but the three-year residence requirement for mandatory grants which automatically cover fees.

The British government was not prepared to offer mandatory grants to all EEC undergraduates but decided to offer a way out, the fees, which will be paid by the Government.

Illuminated by shadows

Workshadowing, where sixth-formers gain work experience by spending time alongside top executives, should be broadened to include teachers, according to Mr John Butcher, industry junior minister. He said he wanted to see teachers shadowing businessmen and businessmen shadowing teachers.

Mr Butcher explained that there is still not sufficient understanding of the realities of commerce and industry in the education system and neither was there sufficient understanding of education on the part of industry.

In the early stages of the work shadowing scheme, organized by the Institute of Directors, Mr Butcher said the Department of Trade and Industry would be prepared to act as a clearing house.

County backs firms project

Third year pupils in Gloucestershire will get a taste of industry when the new term starts as part of a project organized by the Gloucestershire Careers Convention and Exhibition Group and Industry Year '86.

The project will take place from September 10 to 13 at the Gloucester Trading Estate, Hucclecote, Gloucester. Details from Lynn Tovey, Mill Avon House, 11-13 Mill Bank, Tewkesbury, Gloucestershire, GL20 5SD.



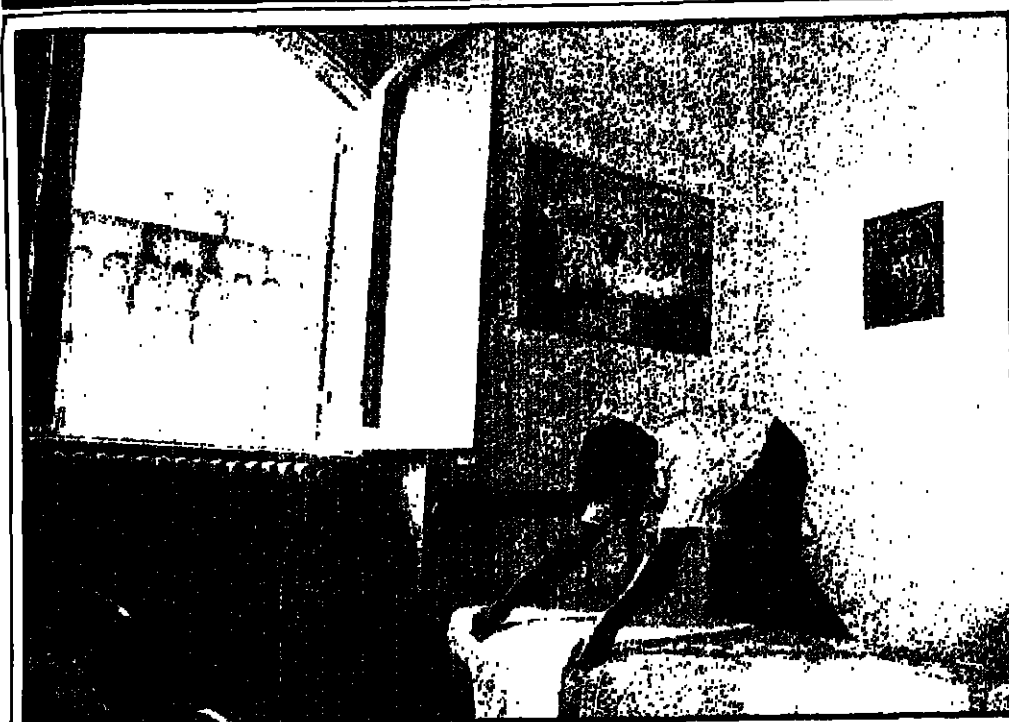
Animal magic: Children from schools in south east London sketching Miriam, a 14-year-old camel provided by English Heritage to add realism to "The Klartown Connection"—a holiday history course run for children by the ILEA's museum education service at Ranger's House, Blackheath this month.

Be radical, Tories told

Mr Leon Brittan, the former Home Secretary, has called on the Prime Minister to fight the General Election on a "radical programme". He warns her that to spend more on schools in an attempt to win votes "would be the height of folly."

Writing in *Crossbow*, the journal of the Conservative Party's Bow Group, he says that the Government has not attempted to reform radically the education services and that it should now consider doing so.

He argues that the Conservatives can only win a third term of office by offering radical proposals on education and health care.



Altar Pater

Photographs by Laurie Sparham (Network)

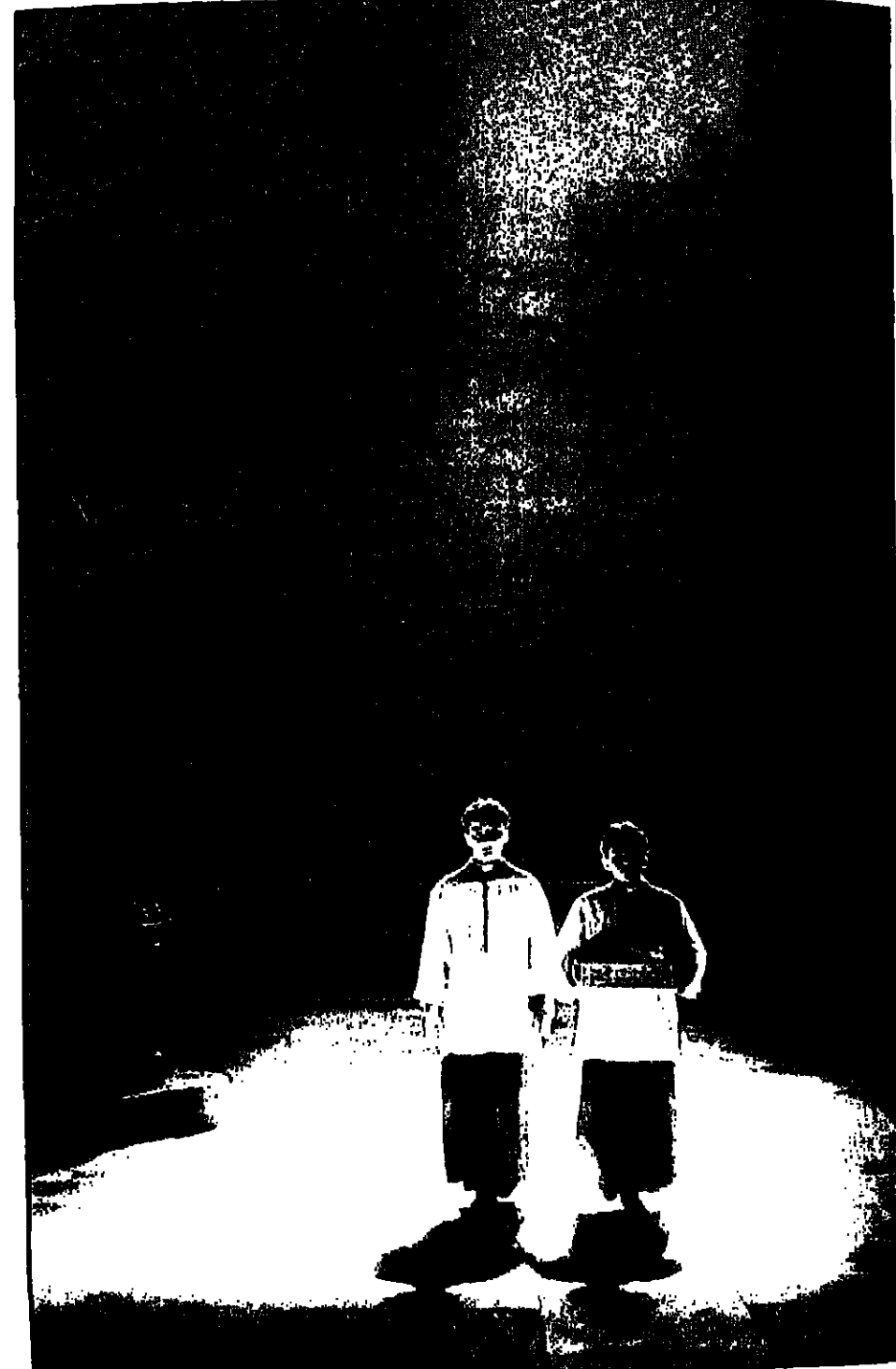
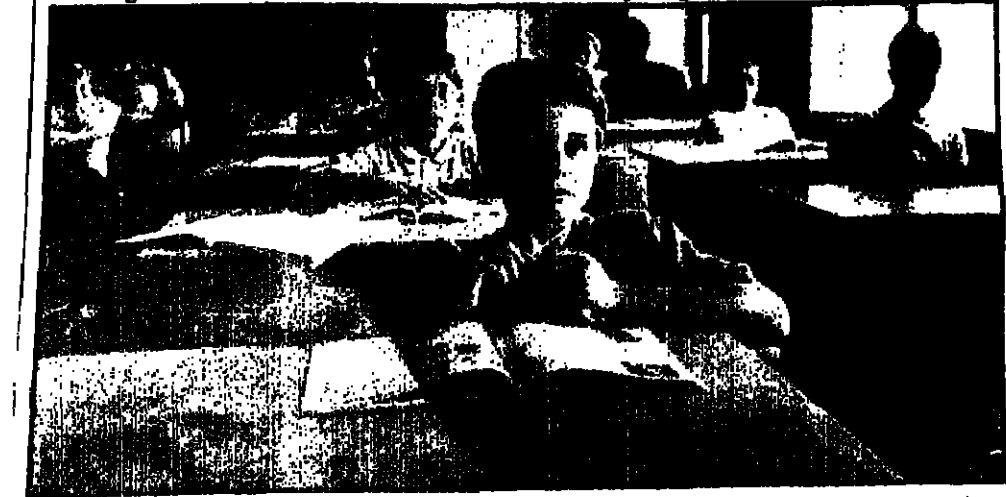
Life at the Vatican Altar Boys' School begins early. The boys are woken at 6.25 a.m. so that they are dressed and ready for the first mass in St Peter's at 7 o'clock. Masses continue until 9 o'clock; boys must fit in their breakfast in the intervals. Then lessons begin.

The Altar Boys' School inside the Vatican City was started in 1956 by Pope Pius XII to put an end to the practice of choosing altar boys for St Peter's from wealthy and influential families. Boys come to the school from all over Italy and Sardinia, and most are from rural areas. They attend the school for three years before entering the Italian secondary school system, receiving a basic education which is part of the state curriculum as well as religious instruction. Holidays – a week at Christmas and six weeks in the summer – are taken on a rota basis, as the school must provide altar boys for St Peter's throughout the year. Formerly, most of the boys continued with their religious studies and became priests but over the past 30 years only about 10 per cent have done so.



Evening recreation

Preparing wine for mass



Above left: making beds. Right: inside St Peter's



Touching with holy water

Lunchtime

Staff shortfall could cause major drop in standards

WEST GERMANY

Paul Bendelow on a union's sceptical view of official teaching forecasts

Short-sighted employment strategies will result in a massive decline in teaching standards in the next 20 years, according to a study of staff requirements published this summer.

The study, commissioned by West Germany's biggest teachers' union, the Gewerkschaft Erziehung und Wissenschaft (GEW), forecasts an annual need for 17,000 new teachers over 20 years from the early 1990s simply to maintain existing teacher-pupil ratios.

This, it is claimed, makes nonsense of current staffing forecasts which extend only up to 1990.

Authors of the study point out that the average age of teachers now in service is 45, which means that more than 230,000 of them will have retired by the year 2000, while the pupil population is expected to bottom out at a stable 8.5 million in the next decade.

With teacher unemployment now at more than 70,000 – and expected to rise to 100,000 by the early 1990s – there should be enough qualified teachers available to make up the shortfall.

But the GEW fears that many of these unemployed teachers' skills will have declined by then. "A teacher's full ability disappears if he is not allowed to practise his profession," according to GEW chairman, Herr Dieter Wunder.

In addition, the study doubts that the most able students will opt for teaching courses in the next decade, unless current employment policies are revised to restore the profession's status.

This is borne out by recent surveys of school-leavers qualified for university entrance. Less than 4 per cent plan teaching careers, many on a *faute de mieux* basis.

The report calls for an immediate end to the reduction of teacher training courses and for a long-term policy of taking on 10,000 new teachers a year, instead of waiting until a teacher shortage forces unsatisfactory stopgap

measures in the 1990s. The GEW estimates that well under 5,000 new teachers will be employed in the 1986-87 academic year, and not all on a full-time basis.

Concern at teacher employment policies was angrily expressed in June, when the West German Young Teachers' Association called on regional education ministers "to show more backbone" in their relations with finance ministers. Its chairman, Herr Peter Altherr, said that for years unemployed teachers had been "fobbed off with proposals and recommendations, without anything happening."

The "stalling tactics" had resulted in more than 60,000 young teachers being out of work, Herr Altherr said that education ministers were setting a poor example to the young in terms of self-confidence and courage "by simply kowtowing to finance ministers."

But some education authorities evidently do not share these fears. In Conservative-controlled Bavaria, for instance, education minister, Herr Hans Maier, recently warned leavers against opting for teacher training courses. He said there would be three million new graduates by the year 2000, but only about one million teaching posts becoming vacant through retirement during the same period.

Similar responses may be expected from other regional authorities. In Baden-Württemberg, for instance, education minister Gerhard Mayer-Vorfelder condemned last year what he termed the "old wives' tales" about teacher shortages in the 1990s. As a result, young people opting for teacher training were "qualifying themselves out of work."

And the Federal Education Ministry in Bonn recently dismissed as irresponsible predictions of future teaching shortages, which raised false hopes.

Herr Anton Pfeiffer, parliamentary state-secretary at the ministry, said the Government recognized the need to maintain "a sensible age structure" in the teaching profession. But there could be no question of an annual influx of 17,000 new teachers in the 1990s.

Whatever the statistical projections, it seems likely that for the time being long-term planning in education will continue to be obscured by more short term budget exigencies.

Bennett foresees a business model

UNITED STATES

Bill Norris on a Washington vision of how schools may be run

America's schools are not run from Washington. But the nation's teachers recently got a frightening insight into what might happen if they were.

Mr William Bennett, Secretary of Education, told a conference in Washington that he would like to see them run like small businesses, with those unable to deliver what the public wants being shut down.

He told 1,800 delegates to the White House conference on small business: "We must have greater accountability in the schools. You know about accountability. You know that if your product isn't good, if your services aren't good, you're going to go out of business. We need something more like that in education."

The Education Secretary, whose schemes for tuition tax credits and vouchers have met with a dusty response in Congress, indicated that he was now targeting state governors who have a more direct influence over school systems. Several, he said, were

coming round to his way of thinking.

"Here's what I have in mind," said Mr Bennett. "If a school works with students over a period of time and fails to educate them, those schools will be shut down. And if a school works effectively with students over a period of time, that school will be expanded and its teachers and its leadership will be rewarded for their efforts."

Like businesses, he went on, schools needed strong leaders – regardless of their formal training. "Let's identify those people who can be great leaders in our schools and put them in there, whether they have had training and 14

or 15 courses in educational theory or not," he said.

"Leadership is still a matter of grit and fibre and muscle and sinew and character. It is not something one picks up in graduate school."

"If parents don't like the schools, if students are not learning in the schools, parents should be free to put their children in a school where they will learn."

Meanwhile, with Mr Bennett's proposal for school vouchers stalled in Congress and apparently going nowhere, moderate Republicans in the House of Representatives have come up with their own, modified voucher plan.

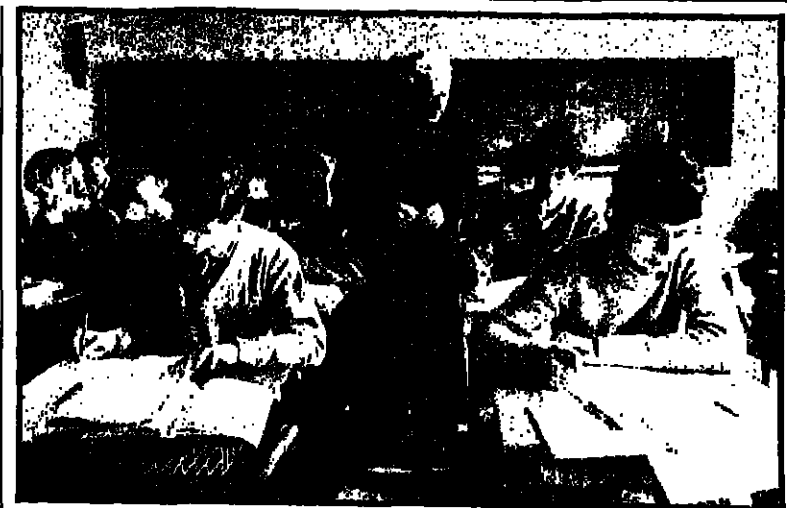
The new Bill, to be known by the acronym CHOICE (Children's Options for Intensive Compensatory Education Act), is similar to that proposed by Mr Bennett last autumn, in that it uses funds from the \$3.6 billion (£2.4bn) Chapter One programme for disadvantaged children.

It differs from the Bennett plan in allowing chapter one children to remain in their own schools, while using a voucher for "special instructional services" at another public or private school of their choice.

The measure proposes that school districts would have to inform parents of their child's remedial needs, supply them with information on local public and private school services, and to formulate an "individualized instructional plan", which must meet their approval.

The Bennett Bill, known as TEACH (The Equity and Choice Act), would simply provide all parents of Chapter One children with a voucher worth about \$600, and permit them to use it to cover tuition costs at any school they wished.

CHOICE is more restrictive, allowing the use of a voucher for private school tuition only if the school can demonstrate that it meets the needs of the individual child.



Irish Christian Brothers: planning to appoint lay principals.

Orders get set for new approach

IRISH REPUBLIC

Declining entry to the priesthood is bringing about an educational re-think. John Walsh reports

A decline in the number of young people entering the priesthood is forcing Roman Catholic teaching orders to reconsider their involvement in the Irish education system.

This is leading to several changes that would once have been unthinkable. They include lay principals of Catholic secondary schools, boards of management with parent and teacher representation, co-educational ventures and amalgamations with local education authority schools.

For centuries the Catholic Church has been the dominant force in Irish education. Thus, most schools are owned and managed either by Church bodies or religious orders. The system is essentially an "aided" one with the state paying most of the annual costs.

Privately-run secondary schools (Catholic and Protestant) cater for two-thirds of second level pupils. The rest go to local education authority vocational schools, comprehensives or community schools.

An internal report published by the

conference of Major Religious Superiors in Ireland warns that spreading fewer people over more work is merely postponing the inevitable.

The report highlights the crisis facing the orders. For instance, last year there were 1,527 religious working full time in primary schools but only 107 were under 36 years of age; 465 were 36-45, a further 455 were 46-55; and the other 500 were over 55. At the same time there were nearly 19,000 lay men and women teaching in primary schools.

There were just under 1,800 nuns, brothers or priests teaching in the Catholic secondary schools last year compared with 10,000 lay teachers.

Of those in religious orders, fewer than 200 were under 36 years of age; 576 were between 36 and 45; a further 563 were 46-55 and the remainder were 56 or over.

There are dozens of orders involved in education in Ireland, some with only one or two schools each. The report recommends that there must be rationalization of the system.

The report places great stress on the part played by lay teachers. And already the Irish Christian Brothers, the biggest teaching order, are planning to appoint about a dozen lay principals. Other orders are expected to announce their intentions to appoint lay principals and establish boards of management shortly.

Soviet exchange hailed

There is to be an exchange of secondary school students between the United States and the Soviet Union.

Under the new agreement, one of 13 signed between the two countries to increase educational and cultural contacts, 10 pupils from Phillips Academy, Massachusetts, and 10 from the Mathematics-Physics Institute in Novosibirsk, will change places next year.

The two sides have also agreed to exchange secondary school teachers of each other's language, for teaching and curriculum consultation, for up to 10 months. Ten teachers will be involved initially, increasing to 25 by 1987, with the aim of developing joint textbooks for the study of English and Russian as foreign languages.

Officials from both sides have hailed the new agreements as a significant step towards a summit meeting between President Reagan and Mr Gorbachev later this year.

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TELEPHONE

Rising drug cases cause alarm

SOVIET UNION

Drug addiction among young people in the Soviet Union is already well established and is spreading, according to a health ministry official.

In a surprisingly candid interview given to the government paper, *Izvestia*, Mrs Nina Borovikova said the situation was alarming and called for swift action.

Mrs Borovikova, who is head of the methodological department of the chief directorate of the ministry of health, reported that Soviet doctors had recently come across a new phenomenon: teenagers snorting various chemicals for their narcotic effect. There had been cases of "group deaths" from poisoning. Although she quoted no figures, it was clear she was not speaking of isolated cases.

"There have already been reports of an increase in drug addiction among Soviet schoolchildren as a result of the current anti-alcohol campaign. Because the price of vodka was raised and the substitute – cheap fortified wines – became unavailable, young alcoholics turned to drugs."

Nina Borovikova blamed parents for not reacting to the first signs of dangerous symptoms or for trying to keep their children's addiction a secret, so that they would not be registered at the local drug rehabilitation centre.

The health ministry is also dissatisfied with the work of the school authorities in preventing drug abuse.

Jennifer Louts

Courses

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LETTERS

Emulating the best 'grammar' schools

Sir - The article by Julia Hagedorn (TES, August 8) refers to the inadequacies of both teachers and pupils as having insufficient grammatical knowledge of the English language. This is indeed serious news for the profession in particular and for the public in general.

An inquiry into "good" practices in schools can be beneficial and I would suggest that the colleges' training courses be directly linked to school-based initial training and in-service courses to ameliorate the training and teaching of English.

It seems to be of paramount importance that planned curriculum objec-

tives be drawn and implemented soon, not only because pupils are leaving school without being linguistically articulate but also for pupils whose first language is not English. These pupils should be taught by teachers who have substantial language skills so that they can understand the language structures used by pupils in their spoken and written forms and direct them to better English.

JACKIE REID
Wentworth House
2 Linsdale Road
Heath and Reach
Bedfordshire

Testing techniques

Sir - It is possible that the results of the "English" test might bear another interpretation ("Students lack language skills" TES, August 8). Dr Morris's and Ms Hoyer's results may be identical because the nature of this test is to produce the same result.

In many years of teaching, meeting a wide variety of primary teachers, I have never heard one say "baddest" or

"gooder". Either I move in highly educated circles, or she has devised a test to make people abuse language in a way they would never do in everyday situations.

Perhaps these answers, like the howlers on a later page, are only produced under test conditions, and are therefore self-defeating.

I am appalled at the intellectual sloppiness that uses the words "English", "language", "linguistics" and "grammar" as though they are inter-



changeable. Like Dr Morris I am astonished at the results, and wonder that they do not give her cause to re-consider her testing techniques, and especially whether she has made any attempt to see if these students really use this vocabulary in ordinary conversation.

PAMELA CHRISTINA
Advisory teacher (Southwark)
The Inner London Education Authority

Teachers' errors

Sir - May I express my support for Professor Felgett's letter in your July 25 edition? In school, we are told continually that English is a fundamental subject in the curriculum because it enables us to communicate our ideas to one another. I agree with this, although other methods of communication do exist, but in practice I find frequently that, when I am trying to teach my own subject, pupils are unable to express their ideas coherently or even to record simple factual descriptions of the experiments which they have just performed with the result that they receive lower marks than they deserve from their understanding of the subject.

In addition, we have just completed another report season and, as usual, as form tutor I have had to return a dozen reports to their authors to be rewritten because their grammar was so faulty as to be a reflection on the school as a whole. Many of these had been written by members of the English department, the worst example being that from a young lady who was most surprised when I told her that sentences had to contain a verb.

Split infinitives are so common nowadays that I felt a little guilty as I boldly went along to the staff-room with the next batch but they are wrong and they do jar when I read them.

My theory for this sorry state of affairs is that in their attempt in the 1960s and 1970s to introduce more creativity into English courses, teachers of English kicked away the ladder of grammar and spelling by

which they themselves had ascended, and this is resulting in a generation of teachers who don't know the grammar of the language themselves. If English is to be our main channel of communication then we must agree a common set of rules for its use.

Some years ago I had a heated argument with our head of English who was defending our pupils' use of "averages" to mean "good". He claimed that it didn't matter, provided that they knew what they meant, but he couldn't convince me that they could transfer their ideas accurately to others by misusing words in this way.

The sweet and soft irony of the situation has come full circle whereas the headmaster, who teaches English himself, was appalled to receive a letter of application which started "Dear Sir, am righting to apply..."

I question the assumption that pupils must be bored by grammar. Indeed, I believe that often they are happier when they are given logical rules to follow when constructing sentences.

Finally, having worked in industry for 12 years, including the interviewing of school-leavers for jobs, I can say categorically that prospective employers aren't interested in whether school-leaver knows all about life's vicissitudes or is a dab hand at ornate topographical alliteration. They want employees who can understand written instructions and record information clearly.

MICHAEL BOND
24 Hensham Lane
Croydon

Staff college

Sir - Nothing that Andrew Rowe MP wrote (Platform, TES, July 18) added anything new to the arguments for a staff college advocated 14 years ago. Meanwhile, the world has moved on. By 1980, some 2,000 senior staff were completing long courses involving a study of education management each year. There were almost 90 courses available around England and Wales compared to only a handful in 1972. In addition, larger numbers were completing short courses - 20,000 in 1981.

Since then, one-term courses and fellowships for heads and senior staff have been offered, and shorter 20-day management courses have been taken by greater numbers.

While no one would claim that the volume or quality of this activity is sufficient, it is hardly sensible to ignore it. The concept of a staff college was considered in a research report in 1982 (Hughes, Carter and Fisher) and dismissed as being unworkable, both numerically and geographically.

What was proposed then and also fits in with later developments was the creation of a small number of strong regional centres which could provide the staff college specialist expertise (but without any attempt to provide a staff college "line").

In present circumstances, for these centres to provide this expertise at reasonable cost, they would have to be located in institutions, teaching award-bearing courses and actively researching school management. The staff would need to be augmented by a small group of experienced heads on an extended secondment to ensure that the appropriate blend of theory, skills and practical experience were combined to provide really valuable training.

Andrew Rowe has identified one very key element in the training of heads - training must start well before headship. Training is needed for all those in managerial positions in school. Such training needs to be developmental and progressive and be carried out alongside planned experience in order to prepare for more senior positions.

There is reason to believe that management training carried out in this more comprehensive way may be capable of making a substantial contribution to the improvement of educational opportunities for children in schools. The change in April next year of the method of funding in-service training could provide the impetus for progress towards more comprehensive and effective management training.

DR BRIAN FIDLER
Bulmer's College of Higher Education
Woodlands Avenue
Larby
Reading

Proud record

Sir - Mary Crickshank's television review ("Life giving", TES, July 18) reveals great ignorance about the nature and history of post-Second World War "volunteering".

"Volunteering" in various forms goes back a long way earlier, but the change in attitudes to the world at large caused by the Second World War created a new emphasis of considerable importance.

I didn't, of course, see *The World About Us*, BBC2, July 13 and I have no doubt that it gave an excellent picture of the work of volunteers from VSO in the Cambia.

What I found disturbing in the review was the implication that VSO started "as a finishing school for public school students". I have been in one way or another closely in touch with many volunteer movements since

1948, from the building of the Yugoslav railway to the present support for extending available schooling in Botswana to nine years for all.

Within this story, which covers the birth of volunteer agencies in almost every prosperous country, the story of VSO is a distinguished one. Indeed, from the start the emphasis in VSO was on not carrying the prosperity of the country of origin with you but going to learn and to live a life, generally very hard and frequently on a diet that was so drastically different from the volunteers' habits that it produced serious deficiency problems, particularly of protein.

Shortly after the start of VSO Alec Dickson came to the local authority secondary school where I was headmaster to talk about his organization. A number of pupils volunteered and lived and worked successfully in remote areas of the world.

They were infected by the same impetus that made students and pupils from all over the world assist in helping Tito's new Yugoslavia to build its essential railway.

It is a good story and a proud one. Nehru wished to start a major movement in India; young Botswanans today go into the remote villages of the Kalahari to teach and work in agricultural development and build clinics and cattle dips before their higher studies. The initiative of the volunteers from the more fortunate countries has produced a world movement; its birth was not from finishing schools for public school pupils but from a genuine understanding that, on the one hand, the greater part of the world needed help, and on the other that we were insular and ignorant of the way 75 per cent of the world lived.

Today the volunteers need more than goodwill is true; there are also plenty of hands to spare and skills needed to help put these remote productive activities. Don't let us snide about the past, the young men and women of the late 1940s and 1950s set an admirable example to a continuing movement in which hundreds of thousands of all ages are engaged today.

FRANCIS CAMMAERTS
Molepolole College of Education
Private Bag 608
Molepolole
Botswana

Antique ephemera

Sir - The Ephemera Society is collecting material for an exhibition entitled "Happiest Days of Your Life". We would be glad to hear from anyone - institutions or private individuals - who might be able to contribute items for the show.

The exhibition will cover all aspects of school and college life, showing attendance registers, copy-books, punishment records, rules and regulations, school reports and teaching aids. Specimens of all these will be welcomed, as well as items from the more distant educational past, such as Dotheboys Hall-type prospectuses and "neck-labels" for fractious pupils.

The show will tour the country, starting at the Barbican in London in December, and run for a year. Offers of material will be gratefully received at the society's headquarters at 12 Fitzroy Square, London W1P 3HQ (01-387 7723).

GRAHAM HUDSON
Education officer
The Ephemera Society

Rita's teacher

Sir - My feature headlined "Educating Rita" (TES, July 18), described the Eburne Project - a unique Coventry-based scheme, in which lecturers from Henley College of Further Education provide classes for hundreds of adults in many of the city's primary schools.

It has since been brought to my attention that Dave Spencer, the lecturer in charge of mature students' courses at Henley, was in the forefront of the scheme. He is currently on secondment to Leicester University, researching into the project for an MEd, therefore I did not meet him during my visit to Coventry.

Arabic project

Sir - Thank you for your report on the Schools' Arabic Project in your "Brief" column (TES, August 15). I should be grateful, however, if you would correct the statement by a new Arabic course was devised by the Department of Arabic and Islamic Studies at Exeter University. In fact, the project was founded by a number of schools under the aegis of London University's School of Oriental and African Studies.

The new course was devised by Mr John Harding of United Kingdom Arabic Services, an organization now located at SOAS.

I am a founder member of the SAV Committee. The University of Exeter has kindly supported the project by granting me a one-year fellowship in its Arabic department and this I have just completed. I was still in Exeter when you wrote to me, and, I fear, is how the misunderstanding arose.

GERALD GROFFMAN
48 Manton
Marlborough, Wilts

Mr Spencer helped to found the project

He taught the first class O level English - at Annie Osborn primary school. Some 25 working-class women from Coventry's notorious Wood End estate attended, and of those who took the exam, the vast majority passed - a few with flying colours.

Mr Spencer then helped to forge links between the college and many other primary schools, so that many more classes could be set up. The scheme has now been going for five years, and currently involves 28 primary schools.

ADRIANA CAUDREY

History exams

Sir - After reading Hilary Moriarty's lament on the decline of the O level essay (TES, July 25), I would like to comment on the decline of the history O level and its replacement by the GCSE. History questions in the O level papers have certainly become more fragmented, but on the whole have retained the demand for a thought-out answer that requires a detailed knowledge of the subject.

Many of the questions framed in the International GCSE syllabus are, at best, an oversimplification of the use of primary sources and, at worst, a recipe for guesswork.

Indeed, I fear that more able students might well lose valuable time and marks trying to read non-existent complexities into the questions.

The worst examples are questions such as "What is Source B trying to make the British people believe about the Germans?" (4 marks). Source B is a poster depicting a German soldier in the act of bayoneting a baby / getting drunk / gloating over an execution. Even the most feeble minded could take a wild guess at the answer.

The next question on the paper is: "Which parts of the Treaty of Versailles would the British Empire Union find particularly pleasing? Explain your answer." This carries only two marks and yet this question itself merits an essay answer in its own right.

Another example is a picture of Hitler driving through Vienna (captioned: "Anschluss: Hitler (driving through Vienna, 1938)" followed by: "What does the word Anschluss mean and explain how the photograph and the title help provide an explanation?" (2 marks). In the marking scheme "level one" requires a "satisfactory" explanation for one mark. To obtain the full two marks the candidate must mention "Vienna".

I cannot accept that this form of question is suitable for a 16-year-old, even one less gifted in the subject. Any student of the period would know exactly what the Anschluss was and it really is an insult to the intelligence to provide blatant clues in this manner.

Why not let the students take crib notes into the exam room? I can see little difference.

It seems that the examiners are sacrificing the hard work and detailed knowledge required to present an intelligent and readable history essay in return for the dubious ideal of source interpretation, liberally sprinkled with "clues". Of course, the use of source material is of great value in the study of the subject, but first things first. There is little point in using sources unless they can be woven into an argument to supplement or reinforce a point of view.

The ability to write essays, however unpalatable this may be to the examiners, is one, if not the, most important way in which a student can demonstrate his/her capability in the subject. The use of "ten questions" papers is not only restrictive, it also does little to prepare those students who wish to go on to read history at A level.

The questions I have quoted and other similar examples can be found in the University of Cambridge Local Examinations Syndicate History IGCSE.

ALAN P ARM
History department
Hillcrest secondary school
Nairobi
Kenya



Art is not taught for art's sake only

Sir - In defence of the comprehensive ideal and in support of art in the education of all children I am prompted to respond to "All paintings are equal" by June Steane (Second opinion, TES, August 15).

Having provided an elitist context for her case for painting competitions (with passing references to an Oxford college and South Africa) this comprehensive school governor goes on to reveal how ill-informed she is about the purpose and practice of art in schools. (She asserts that art is "as disciplined in its structure as any other subject" but dismisses it as a "borderline subject".)

Through practical, studio-based activities such as painting, drawing, printmaking, sculpture, design, children acquire, develop and have opportunities to apply, a wide range of concepts, knowledge, skills and attitudes.

An art and design curriculum is concerned with perceiving, thinking, feeling and making. So-called "finished" products - paintings, prints, sculptures - emerge as a result of often lengthy, complex and intellectually demanding processes.

Enlightened teachers, headteachers and parents recognize the need to gain access to the processes which underlie "finished" products, if they are to understand, and be in a position to make informed judgements about,

children's creative efforts.

At the secondary stage, the CSE pioneered an approach to art examinations which attached considerable importance to visual evidence of thought processes, research and preparatory studies. This has been extended within the GCSE framework.

At the primary stage, the real value of art as a powerful tool for learning is clearly seen when art activities grow out of, and initiate learning in, other areas of the curriculum.

Children use art as a means of making sense of and responding to experience. They are encouraged to explore and value alternative approaches and solutions to visual problems.

It is not the function of art and design education in schools to perpetuate a "genius syndrome" through the promotion of "one-off" artefacts to be assessed in isolation.

Regrettably, diverse commercial and other enterprises continue to sponsor painting competitions for children. Confusion and conflicts arise when values, attitudes and expectations which underpin sound practice in art and design education are distorted or abandoned in order to satisfy the requirements of a competition-mentality: to award a prize to the winner.

ROY PRENTICE
County art adviser
East Sussex



No place in the art room for a competition-mentality.

Exploitative

Sir - June Steane's article raises some interesting points.

First, I wonder if she realizes how much schools are exploited by charities and businesses? Not a week goes by when I do not dispense another begging letter or competition to the waste-paper basket.

Mrs Steane's stated aim was not the advancement of art, or even the competition, but to increase public interest in her particular charity.

To reward children with a prize for their paintings is not necessarily in their best interests, and may not even be fair. At primary level at least, the quality of the finished painting is often secondary to the quality of the experience of producing it. A child who has spent many hours of painstaking and concentrated work may not be judged the best.

The "winners" of children's art competitions all exhibit a maturity beyond their years. A five-year-old who paints like a seven-year-old and so on. Their paintings, although often delightful, reflect superior physical and intellectual development, and not necessarily future artistic talent.

Finally, the judging of art competitions is very subjective. Some look for a faithful and accurate representation of the subject, while others will value the technique and interpretation. Would Picasso and Constable have won the same prize?

Children's art should be enjoyed for its own sake, not exploited by adults.

MRS P J KINGSTON
Headteacher
Stoneleigh country first school
Ewell
Surrey

Governors' role

Sir - In your article entitled "Governors spurn Baker job ruling" (TES, August 8), Dorset's deputy county education officer is quoted as saying that heads often "outlasted" governing bodies which frequently changed members.

This is not the case here. The Budmouth School, Weymouth, is a comprehensive which was formed 12 months ago by combining two schools: a secondary modern and an adjacent grammar school. The Budmouth governing body, which has existed for three years, is a blend of the governors of those schools and many of the members have seen changes of headteacher every few years - four heads and two acting heads in only 13 years.

Our whole argument is based upon the need for some stability in a school which will see its pupil and staff numbers halved by 1989. We simply asked that one internal candidate be included in the short list, knowing that at final interview the ultimate choice is

in the hands of the authority. The governing body sees the central issue as being their role in decision making. They are representatives of the community, the parents and the staff. By their intimate knowledge of the day-to-day running of the school they are in a position to form opinions which they believe to be in the best interests of the school and of its pupils.

The governors' allegiance is surely to the school itself and they should not be put into a position of having simply to "rubber-stamp" i.e. decisions.

Decision-making should be by consensus, with the elected members of the education committee, the officers of the L.E.A. and the school's governing body all working in partnership. That governors be forced to participate in a final interview when their unanimous views have already been rejected is a nonsense.

R AMAUGER
Chairman of governors
The Budmouth School
Weymouth

Fair shares

Sir - Allegations by Arthur Steel, the Tory ex-chair of education in Brent, that there has been discrimination against white applicants for awards are not sustained by the facts.

At the meeting of the awards panel to which he was referring (TES, August 8) 65 per cent of white applicants were given the award that they were seeking. Those applicants who did not get an award have not finally been refused.

It will be necessary to look again at the applicants not approved as, owing to disruptive Opposition behaviour at the meeting, followed by a half-hour adjournment, Labour members were forced to push through applications quickly to ensure that decisions were properly made.

RON ANDERSON
Chair of education
Members' Room
Brent Town Hall
Forty Lane
Wembley

Letters should be as brief as possible and typed on one side of the page only. The Editor reserves the right to amend or cut letters without notice.

Family friction

Sir - I am sorry to have misconstrued the whisking away of the privately educated (but not-to-be-boarded-out) siblings, in my review of *Family Feeling* by Gina Wilson (Letters, TES, August 8). Certainly, their removal from the scene makes for a convenient resolution of domestic difficulties: their father confesses that he had hated the sight of them, and the young heroine is delivered from the suspicion of having seduced her step-brother and tried to kill her step-sister. I still find the plot "dubious", no apologies for having said so.

MARION GLASTONBURY
61 Alma Road
Clifton, Bristol

Design fault

Sir - I am writing to correct an error in "A matter of design" (TES, August 8). St Martin's has not lost its school of sculpture which continues as part of the BA Fine Art course run jointly at St Martin's and the Central Schools of Art. St Martin's also runs an advanced sculpture course.

A R MONTFORD
10 Clermont Road, Brighton

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TALKBACK

A LEVEL RESULTS

System? I see no system

Martin Long

The latest A level English results remind me again of the examination's perennial weakness. The frequently wide and eccentric disparities between two years' effort and final exam grade, leave me wondering by what firm criteria candidates are judged and just how reliable this form of examination really is.

The first reaction when opening the results envelope is too often one of blank amazement. There is the "oh, lucky devil!" response, for the candidate who, unknown to the examiner, has failed to produce a stroke of work all year, but whose native wit and exam nerve somehow conjure a grade B out of nowhere.

There is the cry of "Impossible!" for the candidate of impeccable credentials reduced to dumb shock by a grade D, or worse. And, in between these extremes there are many shrugs of the shoulders. "Oh well!" we say. "It could have gone either way."

Yes, but should it be like that? I am frequently unable to explain to candidates on what basis their scripts were marked. Without advocating a regimentally skills-based exam, surely we must be clearer about both the range of tasks and skills to be assessed and the

way we rank them. At present candidates are not judged quantitatively like athletes, with time the absolute standard of success, but qualitatively like gymnasts or boxers. A group of random individuals sit in judgement, but is not asked to define publicly why one contestant is better, more artistic, more original or precise than another. The spectators are left to interpret their score-sheets as best they can.

On every occasion I have read remarks by examiners, their recipe is different; usually in emphasis, sometimes in kind. It would help if senior examiners stated publicly the order of priority between response, mechanical accuracy, recall of text, width of reference and so on; ensure all question-setters and examiners stick to it; and check frequently with teachers at grass-roots level that they see these priorities reflected in their pupils' results.

We need to be more realistic in our expectation of what the examination can actually show.

Many teachers, myself included, have favoured continuous school-based assessment at A level, rather than face some of the hazards of the

present examination. They include "The Blind Alley", by which staff in good faith prepare candidates, assuming that they will be examined according to one set of criteria, only to find after two years' work, that an examiner has assessed it by a wholly different set.

"The High Speed Train" question is another in which candidates are asked for thorough knowledge of a text, sensitivity to character, structure and language, adequate quotation of primary and secondary material, and a balanced argument. All this in a literature package... in forty minutes flat!

And finally there is "The Woolly Jumper" to contend with. Pity the poor candidate, faced with this: "Without contraries is no progress."

one else's idea of a satisfying curriculum while I and others pay that someone's salary. As a result, we end up serving a system that ought to serve us.

The real owner-consumers in education are not parents and pupils, but the government, tertiary education and employers. That, presumably, is why my child's curriculum is always someone else's business. It is a tyranny, and the message is "conform."

I know that employment is the practical goal of education. The individually shaped curriculum could, mostly would, be so oriented. It could be as idealistic or pragmatic as the parents and pupils, with professional advice where requested, wish to make it. Such a curriculum is possible if we are prepared to abandon structures convenient to us, the educators.

School day and term lengths are not immutable, and if rigid horizontal grouping were dismantled the net result would be to give much more autonomy to departments in constructing and timetabling courses. This in turn would facilitate more individualized curricular profiles. This raises organizational problems, but they are present in the current arrangements too.

At its simplest, this consumer-led

model means no one has to play rugby or write poems who doesn't need or want to; they can be doing something more desirable for them, turning to rugby or poetry later, perhaps. Many might choose a combination similar to those currently on offer, but at least it would be active choice rather than acquiescence. For those who want them, other patterns would be possible. If that means that the courses I and my children choose don't conform to some professional idea of a balanced curriculum, whose business is that?

I used to teach English in a private school on Crete. Few were low because of intense competition between schools. Each offering one specialist subject. My classes were not filled with the children of lawyers, doctors and farmers, but those of labourers, fishermen and shepherds - caring parents shaping their children's curricula for themselves because of their frustration with the state system. Those subject schools grew to satisfy their demand. How much longer then before a good deal in our education really does become someone else's business?

Michael Pursell teaches English, Film and Communications in a Nottingham comprehensive.

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GCSE PHASE THREE

Best laid plans

Ian Ogilvie

By 11.30 am on the first day of our closure for phase three GCSE training the home economics room was empty but for the head of department and her two assistants. She showed me her carefully charted plans for September.

The biology department was discussing which syllabus would benefit the children most and how, with our present resources, they could emphasize the necessary individual work to meet the exam's demands.

Then I went to chemistry where they were looking at the changes in the third year which would be needed if GCSE was going to be really effective. The maths department had decided to start right back in year 1 to be ready for 1991, the first year when internal assessment becomes compulsory. They were looking at the similarities between our present 16 plus exams and the initial maths GCSE.

We had begun the day with all the staff together for a plenary session. I opened the proceedings and the curriculum deputy spoke of the need to co-ordinate project work to avoid children being swamped with projects at the same time. The examinations officer spoke about our hoped for free choice of hours.

Then the head of science, who is a county GCSE tutor, addressed us on

the philosophy and aims of the new exam, pointing out the importance of the national criteria and the new emphasis on positive achievement at all levels.

Finally the head of humanities, who is a CSE moderator, spoke about the project work and internal assessment requirements of the exam. Discussion flowed fast and furious and by coffee time so did the adrenalin. We then broke up into departments for the rest of the two days, coming together for a final report and summing up session at the end.

I spent the two days visiting as many groups as I could and was much impressed by the preparation which had gone into the training by those who had taken part in the county phase 2 INSET. It was professional in approach and involved younger and older department members alike in decision making.

Inevitably my appearance led to requests for more resources. Like almost every other school in the land, we do not have enough money to launch the exam properly.

No classes will begin in September with adequate books or equipment. The money I have been able to allocate already is only a token of what is required.

hope the encouraging promises from the Government about more money on the way, turn into hard cash in the near future.

What has been achieved? First, a great deal of enthusiasm and concern to get things off to a good start.

Second, all departments are realizing the need for changes in teaching styles including those below the fourth year, and this has considerable implications for resources.

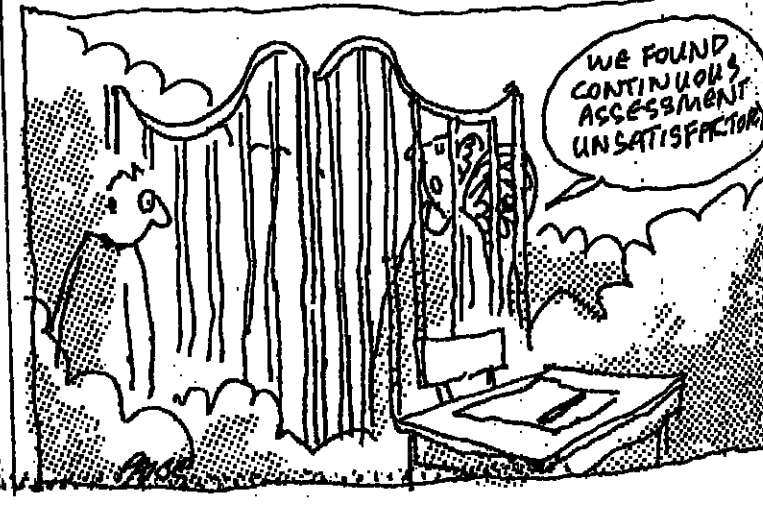
Third, a number of departments have decided to give up time to monitor progress in GCSE next year.

Fourth, the school librarian provided important information about available resources and gave invaluable help to many departments. We already have a computer data retrieval system and clearly the role of the library in all schools will be even more

vital with this exam. Finally, in minority subjects, we are going to be working more closely with other secondary schools in the town. My head of RE helped train their staff and we hope to share resources and ideas; the head of music hopes to collaborate with his colleagues over project and assessment work. Not quite a consortium but an encouraging move.

Each department presented a full written report, covering syllabus choice, differentiation, course work and resources. The overall message was the value of spending two days working at a subject unhindered by pupils and the definite value of a further day in 1987.

The Reverend Ian Ogilvie is head of St George's School, Harpenden, Herts.



FEATURES

Country matters

Sarah Farley discovers how Oxfordshire naturalists are spawning new guardians of the environment

Does a worm have a heart? This intriguing question from a 10-year-old left adults looking uncertain and children interested in the answer.

The reason worms were under discussion was that they were needed to provide a farwell meal for a hedgehog, rescued the night before by naturalist Alison Lea. It had been a road casualty and, but for Alison's concern, would undoubtedly have died. Instead, it became a live exhibit for Alison to show the children at Whitchurch primary school, Oxfordshire.

Of the small group gathered for the privilege of releasing the hedgehog back into the wild, half the children had never seen a live hedgehog before. Yet, here they were living in the beech-wooded South Chilterns, as scenic a rural setting as you could find in the British Isles.

The lack of knowledge and understanding of the countryside by its human inhabitants was something that worried Stephen Hart. Born and bred in the area, he now farms Hammonds Farm, Checkendon, with a mixed acreage and an interest in sheep.

Groups of agricultural students occasionally visit Hammonds Farm and Stephen Hart was at first amazed and then appalled at the little they knew about things he considered obvious knowledge for someone interested in country matters. He tried a spontaneous 20 questions and was dismayed to find hardly anyone scored high.

"These people are the future guardians of our countryside," says Stephen Hart. "Yet they cannot even name birds or flowers that are commonplace. They are not aware of how animals live here or how the environment can be altered by human intervention."

"The people that have come to live here over the last few years are unfamiliar with the country. Fewer actually work on the land and they tend just to drive through it, not walk and look around them. There are so many alternative ways of spending one's time that they have not bothered to learn about what is going on around them. Country people are no longer interested in the country. I think it is a tragedy that young people are unable to enjoy the countryside because they know so little about it."

"I had an idea that if I could influence even the

small area around where I live, by instilling knowledge and enthusiasm in the young children at school, then it might be possible to spawn a generation who will love, and cherish, the countryside."

With this ideal before him, Stephen Hart, supported by several interested acquaintances, founded the South Oxfordshire Countryside Education Trust (SOCET). He had tested the water by contacting one of the local village schools and taking small groups of children out on walks. He saw the potential of such an exercise and realized that there was enough scope in this and other local schools to make it worthwhile employing a whole team of naturalists.

The nine local primary school headteachers were prepared to give it a try, the education authority was interested, and Jacques Fynn, who runs a field study centre, was appointed to get the project off the ground. After 18 months of planning, SOCET was launched in September 1984.

The Manpower Services Commission agreed to pay part of the cost of employing six naturalists for a year, on a salary of £60 per week.

"What we were looking for," Jacques Fynn explained, "were bright-eyed enthusiasts with practical involvement in natural history rather than specific qualifications. We had quite a few graduates apply, with biology degrees, but most of their knowledge was theoretical. And then we needed people who were responsible and reliable enough for parents and teachers to trust, as well as being what we describe as a 'big friend' to the children."

One of the first batch of naturalists was Angelina Jones whose passionate interest in plants and wildlife overrode such obstacles as being the founder and only member of her school's natural history club. At 17, she was the youngest member of the team, a factor dismissed by herself and soon forgotten by everyone else as she displayed an ability to communicate her excitement to the children, who quickly began to respect and learn from her.

"At first the children weren't that interested," Angelina recalls. "They tended to see coming out with me as an excuse to miss maths. But now they really enjoy what we are doing and they have



Jaqueline Fynn and Stephen Hart (right) with the MSC sponsored naturalists

changed their attitudes to wildlife. They used to stamp on spiders but because we have talked about what spiders do and how they live, now they carry them outside or just leave them alone."

Angelina is the only member of the first team to carry on for a second year, providing a link for the newcomers and enabling her to develop the projects at Checkendon School, where she spends most of her time. Working with the children, she has built a small pond and introduced new plants, frogspawn and water plants. An adjacent field has been lent to the school and is being used to discover what plants and birds frequent it. Bat boxes have been hopefully attached to a tree.

In common with her five colleagues (two men and three women), Angelina divides her time between four different classes, for four days a week. Arrangements in the eight schools vary according to the size and organization of the school but, as there are 24 classes altogether, this means that each child goes out with a naturalist once a week in a group consisting of about six children.

Some schools took more convincing that SOCET was a good idea, and a feasible one at that. Michael Anderson, headmaster of Goring primary school, and a trustee of SOCET supported it. "But I didn't really believe it would get

going, let alone be the success it's proved to be," he said.

"I thought it was worth backing because it would enable a child, as one of a small group, to experience the excitement an enthusiast can convey about a subject I consider important. And the regularity of the project is very valuable. Previously, we might have been able to take 15 or so children out once in a while, but now they are witnessing seasonal changes and can understand the continuity of nature."

"It has involved us in training the naturalists to a certain extent," Michael Anderson continued. "Several of them have not experienced school life since leaving school themselves, and we have had to emphasize the importance of the responsibility angle of their job, especially when they are disappearing into the deep countryside for a morning."

"The other staff seemed to have welcomed the project and I have noticed that the close attention the children are paying to natural history is encouraging them to be more observant. It is interesting that the children seem to want to use reference books more often - the naturalist sets the example by saying 'I don't know the answer. We'll have to look it up.'"

On Fridays, the team meets up with Jacques Fynn to discuss what has been happening and what to do next. "We are determined that children should realize that they can enjoy being in the country as much as all the other things they like doing. So we organize walks that are fun, and we try to include the rest of the family for activities at weekends and in the holidays."

The programme for the summer half-term included: "Country Cures Walk - meet 'Medicine Man' Richard and 'Herbalist Healer' Gareth at the Bix Nature Reserve (bring aches, pains, sores and wheezes, pimples and crinkles); a Butterfly walk (bring picnic lunch); a Wind-in-the-Willows picnic walk with the Water Rat (Alison); and the Mole (Anne-Marie) - leave the spring cleaning and join us in Tost Hall country as whiskered Wild Wooders."

These events are popular and attract older brothers and sisters, parents and grandparents. Gradually the whole community is being infected by a desire to learn more about the countryside around them. "We used to go out for Sunday drives," one parent commented. "But now the children want to walk instead - and the walks take such a long time because we have to keep stopping to look at things."

Music to the ears of Stephen Hart: the scheme seems to be generating the interest and concern he desired and SOCET is looking at ways to extend the influence. Several longer term projects are underway, such as making a special nature reserve for the children, and taking groups on field trips. Perhaps Stephen Hart will achieve his ambition of creating a generation that appreciates and cares for the countryside. "Obviously we are not going to get through to all the children," he admits. "But at least they have the opportunity."

Meanwhile, the parents and teachers of the children involved in the scheme are impressed by the care and attention devoted to plants and animals that were once ignored or destroyed - including the humble worm which, in case you were wondering, has five hearts.



Pondering for a moment: can a generation be taught to love and cherish the countryside?

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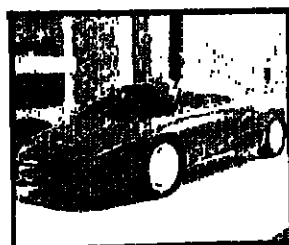
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Two for the road



British car designers seem to be in greater demand than British cars, thanks to two world-beating college courses. Rick Rogers reports

The UK car industry may be in a parlous decline, but the major vehicle manufacturing nations still queue up to employ British-trained automotive designers.

The reason is the quality of the postgraduate courses which have run at the Royal College of Art since 1967 and have led to transport options in polytechnic design and engineering degrees.

Ford prompted the setting up of the RCA's automotive design unit with a two-year masters course, sponsoring students, providing equipment, and sending designers and engineers as tutors. Other companies such as Chrysler, Austin Rover, Audi, BMW and Porsche joined in sponsorship and course involvement. In 1974, a one-year non-degree course was added to help company designers update their thinking and design skills.

Ford's move in 1967 was a response to the lack of specialized automotive design training in Europe. The United States, has had such elite training for 50 years at Pasadena's Arts Centre College of Design. The RCA remains unique in Europe - if only just. Next year the Arts Centre opens a European campus in Switzerland; Mercedes Benz is backing a new car design school at Pforzheim; Renault and Peugeot are developing a French course.

In turn, the RCA has now expanded its unit into a department of transport design. The number of automotive design places remains small - about 28 with 100 qualifying each year. Some 40 per cent of students are from Europe and the Far East. A quarter will have had an engineering training.

Students have sessions on aerodynamics, bodywork, packaging, interiors and ergonomics - all in the context of producing vehicles in "an energy - and ecology-conscious society." But the key to the RCA's success, says the head of the transport design department, Nigel Chapman, is in teaching the specialized drawing skills required

by the car industry. Students learn how to communicate visually by taking a two-dimensional drawing, giving it the right sculptural quality and feel and translating it into a 3D model. This is what other courses don't do. The RCA course is criticized, however, for being low on communication and marketing skills.

Companies sponsor students with trainee salaries or bursaries higher than the normal Department of Education and Science grant. Nigel Chapman recommends two ways of gaining the essential training at first degree level - a mechanical engineering course with scope to practise drawing skills; or a well-rounded industrial design course offering academic skills and work on transport projects. With the first, says Chapman, "we often need to pump up students' visual techniques and hand skills". He equates the switch to the RCA's extra demands as "the difference between Meccano and Lego".

He emphasizes the innovation the RCA encourages - so much so that competing car companies worry about confidentiality. This year Jaguar-sponsored student Mark Lloyd (a Cambridge fluid dynamics graduate) devised a new way to improve downforce on cars - vital for keeping them on the road at speed.

Chapman also talks of the unusual ways into car design. RCA student Simon Cox trained as a silversmith before switching to an ergonomics MA and finding he was an expert modeller - much prized in the car industry. He has been snapped up by Tullot in France.

The RCA draws its good students from the polytechnics at Birmingham, Hatfield, Leeds, Leicester and Newcastle, and the Coventry-Lanchester transport design course.

But Coventry alone offers a full-blown automotive design undergraduate course. Mike Tovey, industrial design department head, declares: "Our strength is we have the biggest transport design course in Europe with large resources and

specialist staff. Mainstream industrial designers and design theorists and historians are all part of a big teaching team. The RCA can't do that."

Mike Tovey says the course strikes the right balance between engineering and design skills. When it began in the early Seventies that balance was wrong. "We either got people who could pass engineering exams, but couldn't design or designers who could design, but struggled with their exams. You have to handle the visual side, but to make a practicable contribution to car design you must also know engineering. It is crucial to understand in three dimensions, make predictions about future shape, get the economics right. In short, know if what you are proposing can actually be made."

There are 200-plus applications a year for the 48 places. Those who come are "very strongly motivated". Says Mike Tovey: "We try to interview as many first-choicers as possible." Only three women are on the course. Few apply: "We respond very positively to applications from women."

He reckons the best routes are via two A levels and a foundation design course. Key subjects are art and physics followed by visual communication. He regards design and technology as "not so hot", citing school and exam syllabuses as "too theoretical, less focused and practical". The RCA's "ideal A-levels" are maths and physics, plus design and technology "if the school has a good qualified teacher in this subject".

Lanchester students either specialize in automotive design (40 per cent), other transport - boats, railways, small aircraft, bicycles, motorbikes - or transport-related products including pushchairs, rucksacks, folding bikes and cave rescue systems. "They start on the design process straightaway." The central theme is design work with contributions from other elements of which engineering is the biggest. The educational philosophy is that those elements are shown to be relevant to designing through the practical course work.

The first year takes in such areas as 3D problem-solving, aesthetics, human factors in design, styling and modelmaking. Up to 70 per cent of student time goes on practical design projects, increasingly self-selected as the course proceeds. In year three, students tackle such projects as a Third World light tractor, a performance power boat or a plastic-bodied mini

under the design consultants' guidance. In year four they make prototype vehicles putting them through wind-tunnel tests. Assessment is by project and written work throughout the four years with engineering exams in the first two.

The 20-week sandwich part of the four-year course occurs in the third year with placements in major British and European transport consultancies and manufacturers. Many also provide part-time tutors and advice on projects. Mike Tovey says: "We are increasingly using computer-aided design and engineering. Students need to know the questions they ask make engineering sense. Our tie-in with the companies ensures what we do is relevant to what they want."

He adds: "We can frequently claim parity with the RCA on the quality of people we are producing. Our employment record each year is comparable with theirs."

Both have high job-getting success in an industry where the number of design jobs is small. Coventry's stock rises high with the industry. Rover's design director Roy Axe confirms its graduates can be as good as the RCA-trained postgraduates. Why then do some go on to the RCA? "It's the enviable reputation - and companies sometimes want to have a two-year look at people before full commitment," argues Mike Tovey.

Kevin Rice offers another explanation. At 22, he has moved to the RCA since graduating from the Coventry course. After school he was to do engineering at Loughborough. But "a snap decision" took him to Coventry instead. Coventry, he says, is "good on academic skills, provides a broad-based training and links well with other design areas". But there is "not so much time given to sketching and rendering and less opportunity to research and develop new ideas". The RCA has "better presentational capabilities and job opportunities". He sums up the difference: "Coventry has not so much glitz."

Mike Tovey is unabashed. "It's our ambition that by 1987 Europe's automotive industry will have the pick of five not four elite car design schools."

Department of Industrial Design Coventry-Lanchester Polytechnic, Gosford Street, Coventry CV1 5FH phone 0203 24166
Department of Transport Design Royal College of Art, Kensington Gore, London SW7 2EU

The life of a lollipop person



Nick Baker dodges the traffic to sample the lot of the school crossing patrol

Let us now praise Mrs Lillian Fish, holder of the British Empire Medal and one of the most senior of a band of 20,000 men and women who perform a life saving duty in and around our schools, come rain or shine. These sterling and responsible citizens, many paid as much as £20 a week, undertake their difficult and increasingly dangerous job safe in the knowledge that their authority is enshrined in British law. Some find that the weekly 25p boot and laundry allowance is an additional comfort.

Mrs Fish is 76, and has been a school crossing patrol, or lollipop person, depending on your taste for jargon, since 1958. She's always served the same school, Archdeacon Cambridge Church of England primary in Twickenham, and during her 28 years of service she has, as far as she can remember, only missed one day's work.

Watching her on a sunny morning, you can see that the job calls for bravery - the lollipop person is always the first to venture into the road, only beckoning the children when satisfied there is no danger from oncoming traffic. It also calls for authority, friendliness, resistance to extremes of weather, patience and philanthropy. Patrols earn £2.13 an hour outside London, rising to £2.62 for most of the Metropolitan Police area. Outer London lollies recently earned themselves a 1p per hour pay rise (to £2.29p) but the event was not marked by dancing in the streets.

On the Tarmac at Twickenham, Mrs Fish is a force to be reckoned with. She keeps everyone - pedestrians and motorists - firmly under control, insisting that the children wait well back from the kerb and that motorists have ample lollipop-directed warning to stop. She knows instinctively when to change sides of the road to lead children across, has eyes in the back of her head (useful for keeping the "school - keep clear" zig-zag yellow lines free from parked cars) and woe betide a motorist heard sounding his horn within earshot of the crossing.

One did on the morning of *The TES*'s visit, and luckily for him or her, Mrs Fish took no action except for a look of disapproval. She knows many of the children by name, and of course they all know her. If she had a penny for every time she'd heard "Thank you, Mrs Fish" piped up from a crosier, she'd be able to hang up her lollipop permanently.

Mrs Fish rarely has to have words with drivers,

many of whom appear to be locals. Some acknowledge her, and she finds that her job means she's known by two generations of Twickenham people. Once a taxi driver stopped and told her that his son, now grown up, had always remembered something she'd said to him when he'd been one of her charges. "But before he told me what it was I'd told his son, he was gone. I never did find out what it was." Such are the fleeting relationships lollipop ladies and gents can develop with their customers.

Although Mrs Fish is clearly very happy in her job and wants to continue in it as long as she is able, she confesses that the pay "could be better". And it's pay that is the cause of a lot of problems in the school crossing patrol industry. At the moment, there is an estimated 20 per cent of sites where no lollipop person can be found to take the job.

In East Sussex, for example, where there are 112 sites approved for patrol, there are currently 19 vacancies, and that figure appears to be rising. In the last year, four successful applicants decided not to take the job when they realized that their social security benefits would be affected by the part-time pay they'd earn. The lack of holiday pay (abolished more than 10 years ago during local authority reorganization) is another factor in the shortage. This pattern is more or less repeated throughout the country.

How does a school become eligible for a patrolled crossing in the first place? The criteria are strict, if a little incomprehensible at times. And as there is no national body to govern lollipop persons it may vary from authority to authority. First, in most areas eligibility is confined to junior schools. The reasoning behind this is that infants are expected to be accompanied and secondary pupils should be able to fend for themselves.

Then it's a question of applying a mathematical formula, that the County Road Safety Officers' Association sets out in a 19-page document. In summary, the key element is the value of P/V^2 where P equals the number of pedestrians at a defined time in the morning and V is the number of vehicles. Lorries over three tons are regarded as two light vehicles, whereas a pedal cycle is equivalent to a third of a light vehicle. Where the product of P and V^2 exceeds four million (four million what is unspecified), a patrol will be



Rental lollipop: a sponsored crossing at Sandown School, Hastings.

authorized. But in order to ensure maximum fairness and to stop civil conflict between neighbouring schools where one has a lollipop and one doesn't in almost identical circumstances, adjustment factors are applied - for gradient, speed of traffic (a separate calculation needed here: candidates should show all rough workings in the margin), visibility and width of footpath. There's also a bit of graph drawing to be done.

Once a site has been approved, a suitable patrol is sought. In East Sussex this means advertising in local papers, occasionally on local radio, and at the job centre. East Sussex has even made a video. But the first step, in East Sussex and lots of other authorities, is to sound out the parents at the school.

Mr Peter Patching, the principal engineer (traffic safety section) of East Sussex highways department paraphrases the appeal thus: "Sorry, there's no patrol, you'll have to look after your own children on their way to school until we can get another one. The job's available, anyone can have a go." This puts the recruitment ball firmly in the parent teacher association's court. It also seems to be the case nationally that the best lollies are those with some link - and therefore loyalty - to the school. One of the best sorts of recruits is a

pupil's mum.

A pattern of problems emerges. According to the County Road Safety Officers' Association, which had a special working party looking into the matter, it's in upper middle class areas that patrols are thin on the ground. "Parents will scream for a patrol but wouldn't dream of doing it themselves." To return to leafy Twickenham and Mrs Fish for a moment, I asked a mum whether, should Mrs Fish retire, she would fancy the job and she looked at me as though I'd suggested she go on the streets rather than simply stand in the road. At least one independent school in the south of England is short of a much-needed patrol.

Other elements in the lollipop shortage pattern are that inner cities also do poorly, and the best-served sites are in ordinary suburban and rural areas. It's also generally agreed that a lollipop nightmare is the primary school site near a secondary school, where older children, unwilling to be shepherded across the road, give a bad example to the younger children by crossing too far away from the patrol. Then there was the case in Brighton, where a patrol had to be withdrawn by the police because he was attracting snowball target practice from the local secondary school students, and causing more of a hazard to traffic than a help to pedestrians.

Of course, there have been constant attempts to keep the lolly in a good public light and to help cure the shortage. The candidates of the famous Lollipop of the Year competition, for instance, were nominated by children from their school. The children supported their candidates with the aid of jolly posters, poetry and story writing, and the finalists were tested on their practical skill, road safety and personality, culminating in a TV encounter with Russell Harty. It was, strictly speaking, a public relations exercise to promote children's clothing and latterly Sugar Puffs, but it did highlight the community and road safety aspect of the lollipop. Sadly, Sugar Puffs pulled out last year, leaving the contest sponsorless.

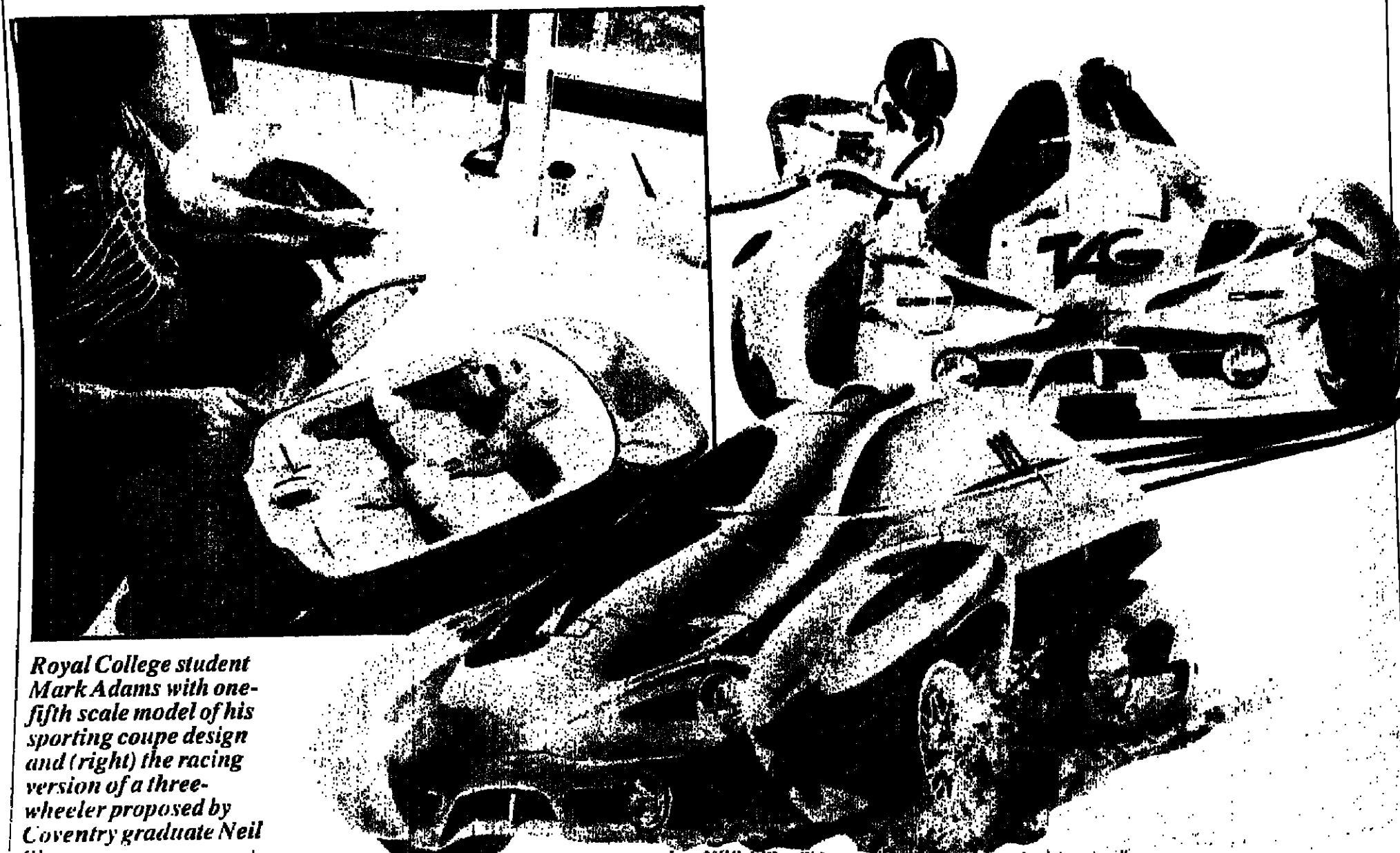
Another commercial scheme to increase the number of patrols is the individually sponsored lollipop person. Experiments with lollipops carrying advertising material on their back, selling anything from jams and pickles to double glazing, have taken place in nine local authority areas. Usually they are on sites where there would be no patrol otherwise, and the picklers and double glaziers pay the agreed wages in return for the advertising space.

In some London areas, sixth formers are occasionally taken on to ease the shortage. They get the same training and pay as adult patrols, and generally work on a rota system.

Figures prove that lollies save lives. It's also generally accepted that where accidents do occur on patrolled sites - and these are extremely rare - it's the lollipop person who is more likely to be injured than the children. It's also agreed that school crossing patrols are much more effective in preventing accidents outside schools than pelican or zebra crossings. A lollipop person is safer, but much more expensive, despite the miserably low rates of pay.



The hand that's stopped a thousand cars: Lillian Fish BEM on duty.



Royal College student Mark Adams with one-fifth scale model of his sports coupe design and (right) the racing version of a three-wheeler proposed by Coventry graduate Neil Simpson.

Review

Not as simple as ABC

John Weightman on the history of writing

The Origin of Writing. By Roy Harris. Duckworth £12.95. 0 7156 2074 6.

The so-called science of linguistics is full of intractable mysteries. How did language originate? What is the psychological mechanism of linguistic change? Where did the curious phenomenon of grammatical gender come from? These are only three of the many awkward nuts that have not yet been cracked, and perhaps never will be. The problem that the first Professor of General Linguistics of Oxford University has chosen to re-examine seems, at first sight, easier. Writing, after all, is a relatively recent occurrence in human evolution, and there are concrete, objective monuments of its various phases for speculation to work on.

It is tempting to suppose that writing began when men felt a need to transmit messages non-orally or to "record" speech. The process started, presumably, with the carving, drawing or painting of pictorial representations (the Greek *graphein* meant "to scratch"), and the Russian for painting in oils is still *pisat' mastyak*, "to write with oil"). The pictures eventually became simplified and stylized, at the same time as they developed semantic accretions through the need to express ideas related, more or less logically, to the original object. Thus, if a circle with rays meant "sun", it might also come to convey the meanings: brightness, heat, labour. This led the way to hieroglyphics or ideograms, which also depended, to some extent, on the principle of the "rebus", that is, the use of the image of one thing to limit the meaning of another (*rebus* is Latin for "by means of things"), through the exploitation of an accidental coincidence in sound: eg if "sun" and "son" happen to be homophones, as in English, the second might be written as a circle with rays plus the pictorial sign for man, and so on.

It is not hard to imagine the development of ever more sophisticated ideograms, as in Chinese. The puzzle is: how did alphabetic writing occur? The alphabet is a series of arbitrary signs, now devoid of any ideogrammatic value, and corresponding more or less accurately to the sounds of the spoken language. Ideograms, even when analysable into their component parts, function as semantic clusters, whereas the alphabet is an analytic device, or at least appears to be so. How was the transition effected, in writing, from semantic synthesis to phonetic analysis?

The major part of Professor Harris's short and densely argued book is devoted to a critical evaluation of the existing theories. According to these, the alphabet either evolved by attrition or abbreviation from some kind of hieroglyphics, or it was itself ideogrammatic in the sense that the letters were meant to picture the mouth-movements involved in sound-production (the letter A, according to this hypothesis, represents an open mouth pronouncing the vowel a; > the marks representing the teeth were later joined up as a continuous cross-bar and the letter was tipped up on its broad ends). Professor Harris, with obvious intellectual glaze, demolishes these various theories one after the other, and seems to be about to demonstrate that the problem is insoluble.

At the same time, he keeps repeating that the whole issue is bedevilled by the fact that the literate, alphabetical tradition has prevailed in Western Europe since classical antiquity, and so has led all of us, linguists included, to assume that alphabetic writing arose through increasingly successful attempts to record the spoken word in detail. Not so, he insists; writing really is a development of pictorialism and constitutes a separate system, ultimately independent of speech.

After keeping the reader in suspense almost to the end, Professor Harris produces his solution, which follows that proposed by D Schwandl-Berest in 1978. Whereas picture-writing and ideograms are found in various parts of the world, the proto-alphabet, so far as is known, was invented only once, in the Mesopotamian area,

and its early forms indicated only consonants, not vowels. But the essential point is that it must have originated through counting. The archaeological remains show that the prosperous agricultural communities kept tallies of cattle and produce. First they counted on their fingers, then they used single strokes for each item of a given kind, then they identified groups of strokes (tokens) by means of "emblems", that is, stylized counters indicating kinds of cattle or produce. Through this mathematical process - "the practical move from token-iterative signs to type-slots as a way of recording numerical information" - they came to understand that the real world could be represented by conventional, arbitrary symbols, and that symbol-systems could be applied to various areas of experience, including speech. "This", concludes Professor Harris, "is what eventually set writing on the royal road to the alphabet".

Unfortunately, his book stops short almost at this point, and he doesn't show how the royal road was actually followed. Also, his argument is, in places, dense to the point of clottedness, so that the transitions from one idea to the next often escape a sympathetic, but perhaps inadequate, reader like myself. For instance, he insists very fiercely, and in an almost partisan way, on the notion that the alphabet is *not* an attempt to imitate speech, and that one could equally well say that speech, in a sense, imitates the alphabet. We think we hear a given sound because the alphabet "identifies" it, although speech is a continuum in which all sounds interconnect with each other. On the other hand, no alphabet, not even the International Phonetic Alphabet, comes anywhere near to reproducing the endless particularity of speech-sounds.

This is true enough, but I fail to see the relevance of the argument. All human perception consists in singling out certain privileged points in a continuum. The genius who first hit on the idea of using arbitrary symbols to represent speech-sounds must have listened to language in the first place in order to identify certain peaks of utterance - consonants, no doubt, to begin with, since they are stopped sounds, and vowels only later. He must surely have been trying to denote sounds by symbols, and he must have had an inkling of what phoneticians were later to call the phoneme. The fact that all ordinary alphabets are crude does not nullify this supposition. An alphabet need only be elaborate enough to act as a schematic reminder, and it can serve this purpose, however approximate it may have been in the first place, and however much it may have been distorted by historical accident during the passage of time.

Professor Harris's final pages are quite prophetic in tone, as he claims that the modern informational revolution demonstrates the independence of writing from speech.

Speech will be seen as the historical crutch on which writing was obliged to lean in the earlier phases, a prop to be thrown aside when no longer needed.

Here again, the argument would have to be considerably developed to become intelligible to my slow wits. As I understand the situation, computer-languages are a means of dealing, in an accelerated way, with specific areas of information reducible to certain types of logical analysis. But reflection on the results of their findings still requires the fumbling, apparently haphazard, processes of the human brain, using speech as a totalizing instrument in ways that are still mysterious. No doubt, music, painting and mathematics are symbolic systems which by-pass speech. But how can speech itself be by-passed as long as oral articulation remains essential for the conduct of human affairs? Admittedly, we might conceive of a universal writing system, a sort of super-Esperanto in written form, which was a direct denotation of Chomsky's supposed "deep structures", provided we could be sure that the deep structures actually existed and could be brought within our grasp. But even such an ideal universal system would still have to be translated back into the myriad forms of folk-speech for the purposes of everyday life.



Off the record

Jim Weir on school and pop

There's only one thing more unsettling than watching your mother do *The Twist*. That's watching your headmaster attempt something more up to date. These days, after all, only mothers of a certain vintage do *The Twist*. The other always looks like pretty desperate end of term PR.

You'll know the kind of film. They were always called something like *Rock and Roll Prom* and the plot had an unvarying simplicity geared to a high ratio of music over narrative. Basically, Principal Fink and Mrs Bloom, Dean of Women Students, have put their collective and stuffy foot down and barred Ricky Jet and the Rockets (or Jerry Jive and the Shakers, you get the general idea) from playing at the school prom. (A prom was an evolutionarily distant social ritual, somewhere between *Lady Windermere's Fan* - dance cards and all - and the end of term disco.) In place of Jerry or Ricky, they've hooked a fox-trot combo of ageing men with very small knots to their ties.

Between the jigs and the reels, or the fox-trots and onesteps, the kids outsmart their elders and Ricky gets to take the stage after all. Much uninhibited dancing and necking. It's a victory for dirndl skirts and bobbysocks, open neck shirts and Brylcreem, over lisle stockings and very small knots.

In the utopian version, the principal prizes his tie to show that deep down he's a wise gasser too; Mrs Bloom may even doff the glasses and shake out the bun to reveal that she's Really Rather Attractive. But such endings cover up the sharper point that there's a real and long-standing antagonism between school and pop. They seem to represent drastically opposed realms of experience and expectation and any contact between the two (like the crossing of class lines in 18th-century novels) leaves an overall impression of absurdity and a deep sense of unease, like Principal Fink's before the beat gets to him.

Teachers used to like to smuggle Eng. lit. in the back way by dispensing with "On First Looking Into Chapman's Homer" and "Tintern Abbey" and substituting "Eleanor Rigby" and "Rocket Man". That probably bred marginally more resentment than understanding. Nothing sours a pleasure faster than respectability and a place in the curriculum.

Pop and rock have themselves pretty generously documented the hostility. At its mildest, it's

simply indifference, as in Sam Cooke's "Wonderful World": "Don't know much about history / Don't know much biology." An A-plus in simple love outweighs fails in "science book" and "French I took".

Elsewhere, though, there's a more positive spirit of rebellion. Probably no one expresses more of a lowest common denominator American spirit than Bruce Springsteen. In among all the plangent romanticizing about cars, unemployment, war, failed marriage, hard work and simple pleasures, there's the conviction - all the stronger for being put so baldly - that education didn't mean much: "We learned more from a three minute record than we ever learned in school." That's the teenage version of the University of Life, the jukebox as library.

There's little point in rehearsing all the citable references. (And not everyone hates school: South London rap king Smiley Culture actually seems to have quite enjoyed it all.) But the youngsters in *East Enders* pointed at one recent-ly. They've just formed a band called Dog Market and they've been getting some tips from a mysterious Welsh hippie (mysterious to someone who only sees one episode in three) who was exhorting them to "Follow the Floyd". It was pretty clear this guy was well out of touch, a refugee from 1970; abandon all that socially aware, political stuff, go with the flow, follow the Floyd. Ironically, it was Pink Floyd (and doubly so with Bob Geldof in the main role) who expressed most forcibly pop's antagonism to education in *The Wall*: "Teacher! Leave those kids alone." Education was "Thought-control". There would have been pretty subversive stuff had it not been so desperately dull. At least Principal Fink actually got round to loosening his tie.

Education - and this is why they give us holidays - seems to work most effectively when it treads a line between total seriousness and laughter, between discipline and anarchy.

A last word has to go to a man called Alex Cooper who in the early Seventies produced one of the most raucously joyous pop records of all time, called "School's Out".

School's out for summer
School's out for ever
School - is - out - completely!
As you go back in for the new term, ask yourself: It mightn't have been better to have approached the summer with that same attitude yourself.

Motives, and feelings

More efforts for Me. By Oranee Wachter. Penguin £1.95. Puffin £1.25.

Give 250 young children in your daily care. Whatever figures you use and however you interpret them it seems likely that some of them will at any one time be suffering mental and moral anguish as the result of sexual pressure from an adult. Debate about just how much abuse there is - perhaps 1 in 10 of children under 16 will be abused, perhaps more - or about the cultural roots of the problem ought not to deflect parents and teachers and other concerned adults from the need to protect and help the children in their care. You feel quite simply that you ought to be doing something about it. The conflicting principles which face the teacher or parent who wants to educate their children about sexual abuse though make the job terribly difficult. It involves, for instance, telling children as boldly as may be that some of the adults to whom they give their simple love and trust may actually be treacherous and predatory villains and that words like "promise" and "secret" cannot to our eternal shame always carry the golden sheen of infant innocence.

What we so evidently need is help in doing the job, and I am thankful that there have lately been an upsurge in the amount of printed and audio visual material intended to do just that. This book by Oranee Wachter, now pub-



"Talk to me, Lee..." Illustrations by Caroline Blinch

lished simultaneously in Penguin and Puffin, is a valuable and affordable addition to the available resources. The book consists in the main of four short stories intended to be read to or told of an invasion of bodily privacy by a trusted adult. The other is about what may be an enticement to ride in a car. In at least one of the cases the adult's intentions were innocent and

an important theme in all discussions of this subject is that what matters is not the motives of the adult but the feelings of the child.

In all of the stories the insistent message is to tell someone, an imperative which is tragically and desperately necessary given that children feel guilty or assume themselves bound by promises. The stories are well and thoughtfully written and I have no doubt that they will help children both to keep out of difficulty and to speak up if they are having trouble.

"His mother put her arm around him and hugged him. 'Talk to me, Lee. If something's worrying you I want to know what it is. Maybe I can help.'"

"Well, he began, 'I don't like Josie undressing me. I don't like her drying me either. I don't want her to walk in the time when I am in the bath.'"

The Penguin edition has an introduction by Dr Andrew Stanway, an experienced British worker in this field. He discusses the background to the problem and then goes on to show how each of the stories might be used. Importantly, he points out that there is no set formula but that the stories are there to build confidence and open up a good list of organizations and further go for the Penguin edition, buying the Puffin when further copies of the stories are needed.

Gerald Haigh

007 under fire

Shootdown - The verdict on KAL 007. By R W Johnson. Chatto & Windus £10.95. 0 7011 2983 2.

The Boeing 747 is the largest and most unmistakable civilian aircraft in service, yet three years ago a Korean Air Lines jumbo jet was shot down in Russian airspace, just west of Seoul with the loss of 269 lives. It is difficult to imagine how the Russian pilot could have failed to recognize the obvious, but in the barrage of recriminations that followed the shootdown, the Russians were adamant that the plane was unidentified, that it had not responded to warnings to land and had, in fact, tried to elude its pursuers with a variety of sneaky manoeuvres, while flying over one of the most sensitive military bases in the Soviet Union.

Allocating blame for this incident should have received far greater priority than it seems to have done - an inconclusive inquiry failed to find a satisfactory explanation - despite the fact that the loss in human terms makes this the fifth worst disaster in aviation history and one to which the political repercussions could have been catastrophic. Shootdown points an accusing

finger unequivocally at the US. It suggests that the airliner was used by the American special services, with the connivance of the Korean CIA and crew, to act as a trigger in testing the responses of the entire Soviet defence system, from radar to computer tracking and air defence, by a prolonged invasion of Soviet airspace.

Although the central argument suffers from a lack of hard evidence and is bolstered by much speculation, there are sufficient facts and strange "coincidences" to make it a chillingly plausible story. For example, despite the alarming sophistication of their electronic surveillance equipment, the Americans only released a fragment of the flight transcripts and even their advanced search and underwater retrieval apparatus (which can photograph a teacup in *The Titanic*) could not, they claimed, locate the crucial black box. Were they in effect denying the existence of any evidence that could possibly have incriminated them? Very probably, according to Mr Johnson. This investigation needs to be taken up at the highest levels, if a definitive explanation is ever to emerge.

Janette Wolf

Into the sunset

The Quest of Simon Richardson. By Dorothy Richardson. Victor Gollancz £10.95. 0 575 03853 5.

After her son Simon was lost at sea in 1977 at the age of 25, Dorothy Richardson found among his effects the diary which he kept in 1973 while crewing for the Antarctic veteran explorer, soldier and mountaineer W W Tilman. The diary of a trip to Greenland and the Arctic Circle forms an integral part of this biography, which is written objectively but yet reveals a very close affection between mother and son. Simon's account of the voyage in the *Baroque*, an "old fashioned" of a boat, sheds light on Tilman's aloofness and unswerving determination - not for nothing was he the first to climb Wanda Devi in 1937. Only skilled sailors will understand the technical terms used, but all readers will appreciate the description, in an unpretentious, straightforward style, of the world of exploration in the poorer for it.

Eric Church

PAPER BACKS

Three years before his premature death in 1937, Christopher Spriggs listed a quarter's work to a friend: 30 aviation articles, 6 detective short stories. Heaven knows how many paragraphs. From all Spriggs' varied work - much of it under the pseudonym Christopher Caudwell - only his Marxist polemics on a "Dying Culture" have lasted, together with a few footnotes in aviation (he helped develop a new aircraft). Death at 29 in the Spanish Civil War, he lived in immortality he could not have looked for as a poet: Caudwell's *Collected Poems* (Corgi, £5.95) are precious but thin.

John Cornford, no less of a revolutionary escapee from the English middle classes, died at 21 with the International Brigade, and was no less precocious, but owed literary martyrdom with a more impressive literary voice. Cornford's *Collected Writings* (Corgi, £5.95) reveal a polemicist without a poet of genuine promise, already beginning to work through literary influences - Graves, Auden, Eliot - and ideology toward a genuinely historical verse. The letters home and to Margot Heinemann are among the most moving ever to be retrieved from a public that hitherto only knew Cornford as a vague anti-Fascist hero.

Brian Morton

The problem of disposing of an inconvenient corpse or the death of a pelican

Robin Buss

The Master Key. By Masako Togawa. (King Penguin £3.95). A Japanese thriller involving kidnapping, clandestine child burial and a book full of ageing unmarried women. This grim and creepy tale moves apace upon a taut, sinuous prose.

Islanders and The Fisher of Men. By Yevgeny Zamyatin. (Flamingo £2.50). Two brilliant short stories by a neglected Russian writer whose exorbitant view of the British is both unsettling and funny. His language of images and symbols is startling in effect. The *Vollans* of Saint-Jacques. By Patrick Leigh Fermor. OUP £2.95. Readers unacquainted with this minor masterpiece should snap it up *immediately*. The story is the interest excuse for a feast of exotic descriptive writing.

Pierre Watter

CHILDREN'S LITERATURE

There's a lot to choose from in this bundle, but for style, imagination and sheer fun I'd go for Heinemann's *Ran, Cock-a-doodle-Do!*, *AR Gone* by Harriet Ziefert and Henrik Drescher. One to one they're a delight with their rich and detailed illustrations, but the amusing, quirky text would keep a large group going for quite some time. Sharp and zany vocabulary like "Bears crunch, Gorillas munch... Cows chew, Pigs slurp" not only provides fun but effortlessly stimulates discussion and in my experience, spontaneously fires off a whole battery of even crazier alternatives. A must for nursery teachers and play-group leaders, even though £3.95 a go makes them pretty pricey for a set of four.

I have a feeling the Dick Bruna collection of traditional stories, *Cinderella*, *Snow White*, *Red Riding Hood* and *Hop-o'-my-Thumb*, will go down a treat (Methuen £1.75 each). They are simply told in true Bruna style, which is always a plus, and not one of them shrinks from the cruel reality of the traditional tale. *Cinderella* suffers at the hands of a mean stepmother; the wolf in *Red Riding Hood* doesn't hesitate to gobble up the dear old Granny, lying sick in her bed; *Snow White* lies cold in her coffin, poisoned by yet another rotten stepmother, and the Woodcutter and his wife in *Hop-o'-my-Thumb* dump their seven children in a wood when they can't afford to feed them. Uncompromising stuff. I can't think of a publisher who'd look at any of them if they were presented as new material, or a writer who'd dare dream up such story-lines, but lucky Dick Bruna is surely on a winner. The innocent charm of the illustrations really does offset the harshness of the tales. I have never seen a sweeter pair of ugly sisters anywhere. Prince Charming must have been spoilt for choice, but then again I didn't see the size of their feet!

The Watts concept books, *What's that... Colour, Noise and Taste* (£2.95 each) leave a lot to be desired. The text is messy, scattered and badly cluttered, the *Taste* book simply runs wild: "Olives are bitter... oranges are fresh... toothpaste is minty." When you're working on a concept it's vital to clarify the subject matter not embellish it with descriptions that distract and confuse. I think young children could get a lot from the everyday events portrayed in the illustrations but the text should have been worked on more.

Diane Wilmer



Thomas Lipton, Glasgow provision merchant, cornered one tenth of the tea trade in the late 19th century. This photograph is from *The Enterprising Scot* edited by Jenni Calder, an anthology of pieces on the theme of Scottish adventure and achievement (HMSO £8.95), published in conjunction with an exhibition being held at Edinburgh's Royal Scottish Academy until the end of September.

lingo

Light-year

A fine old muddle appeared in the *Times Educational Supplement* (Scotland) on May 16 1986.

John Pollock, general secretary of the Educational Institute of Scotland, had claimed that the deal offered to Scottish teachers was "light years ahead" of anything offered to those in England and Wales. This was a fair old bit of exaggeration. Whatever else it is, a light-year is very big.

Then Michael Inman, president of the NAS/UWT, came up north, and in an attempt to rubbish Pollock's claim said: "Well, it must have been before electricity was invented." This was such a totally meaningless remark that

trying to analyse it would be futile. However, a writer in *The TES* ventured to deal with it. He said that it was a curious comment, which is true, but he went on: "given that light years is (sic) a measurement of time." Well, it isn't. It is the distance that light travels in a year, round about 6,000,000,000 miles.

Piling on the agony, he added that light-years had nothing to do with the light of a light bulb, and that not even John Pollock could discover electricity. The meaning, and even the intended meaning of this is beyond me.

The whole calamity (a Scots term for a calamity or gallimaufry) was started of course by Pollock. He employed a fashionable device, which is the reckless use of a scientific expression in an everyday context for rhetorical effect. It is a device that is not to be recommended. Beware, dear reader, of litmus tests, quantum leaps critical masses and the like, unless you have a very clear idea of what they mean. Think of the unfortunate propagandist who recently destroyed himself by referring to Newton's Third Law of Matter.

W S Brownlie

BOOKS

Middle Age spread

Women in Medieval Life. By Margaret Wade Labarge.
Hamish Hamilton £14.95. 0 241 11809 3.

Land and People in Medieval Lincolnshire. By Graham Platts.
History of Lincolnshire Committee (for the Society of Lincolnshire History and Archaeology) £13. 0 902668 03 X.

The Life and Campaigns of the Black Prince. By Richard Barber.
Boydell & Brewer £11.95. 0 85115 435 2.

The Knight in History. By Frances Gies.
Robert Hale £12.95. 0 7090 2370 7.
The Dream and the Tomb. By Robert Payne.
Robert Hale £16.50. 0 7090 2596 3.

Women in Medieval Life is not a book about Heloise, Eleanor of Aquitaine and Joan of Arc; nor is it a feminist tract, though the author declares her *parti pris*. It is an objective assessment of the role played by the great mass of the female population in north-western Europe, not only in government, but in the convents, the hospitals, the fields, the counting-houses and the brothels. Strongly recommended, for both sexes.

Land and People in Medieval Lincolnshire is the latest volume to appear in the History of Lincolnshire series. It is not an impressionistic evocation of its subject but an analysis and interpretation of archaeological finds, manorial rolls and other records. The last two chapters have a more general appeal: one on Law and Disorder, in which, among other things, we find a canon of Sempringham bankrolling a war to demolish a rival's watermill; and the other illustrating culture, using legends, plays and games as well as the works of the Lincolnshire monk Robert Mannyng.

At £13 for a faultlessly produced hardback of 340 pages, this is obviously a labour of love for its author and publishers; at £75.90 for all nine published volumes, the whole series is a tremendous bargain for the local history enthusiast, and one can only wish that every county council would follow Lincolnshire's example and support similar ventures.

"Not another book on the Black Prince," one thinks; and in fact it isn't. This *Life and Campaigns* is a reissue, with new illustrations, of Richard Barber's 1979 publication. Not to be confused with Mr Barber's own biography of the Prince, this is an invaluable collection of contemporary

source material in modern English and with introductory notes not only to the Chaudes Herault's life of the Prince, but the day-to-day diary of the Crécy campaign, twelve campaign letters, and Geoffrey le Baker's Chronicle, which draws on similar letters and diaries. Here, unfiltered through the romantic imagination of Froissart, we see events through the eyes of the men who made them.

Territory that Richard Barber long ago made his own is covered again by Frances Gies in *The Knight in History*. She writes with flair, but less exhaustively and with a narrower brief than that adopted by Barber in his classic *The Knight and Chivalry*, now alas out of print. There is a chapter on the literature of knighthood, but the emphasis is on the knight in actual war and politics (using the flesh-and-blood examples of William Marshall, du Guesclin, Fastolf and co), rather than on the ramifications of knightly culture.

For breadth and tragic grandeur, no fictional epic can match the *Crusades*; no wonder the theme has drawn writers in every generation. But any one-volume history of Outremer, however good, tends to remind us how irreplaceable is Runciman's masterpiece - probably the finest historical

narrative written this century, unflinchingly gripping despite its length and scholarship.

It is the late Robert Payne's additional bad luck that *The Dream and the Tomb* should be published here within months of Antony Bridge's excellent summary + appearing in paperback. The author's previous credits (including works on Hitler, Lenin, Gandhi and Jesus) arouse suspicions of didacticism, but this is in fact a well-written account bristling with the details, which illuminate both events and mentalities.

Payne also scores over Bridge by offering some source notes, a more comprehensive bibliography, and numerous different interpretations and even versions of the facts (eg the aftermath of Hattin). Runciman's three volumes cost less in paperback than Payne's one in hardback; but since Payne frequently differs from Runciman as well as from Bridge, one is happy to say that there is room in the library for him too.

Anthony Turner

* *A History of the Crusades*, by Sir Steven Runciman (three volumes).
* *The Crusades*, by Antony Bridge.
Granada Panther, £3.95. 0 586 06532 6.

Campaigns

The Spanish Ulcer: A History of the Peninsular War. By David Gates.
George Allen and Unwin £15.00.
9400179 7.

Quite a number of good books come from authors' frustrated quest for information. Unable to find it - at least in an up-to-date and conveniently-packaged form - they realize that their only resource is to write the kind of book they were looking for in the first place.

Dr Gates' most welcome study, which achieves the apparently paradoxical feat of being both inclusive and reasonably concise, is, in a sense, a work of this kind. A keen student of the Napoleonic era, he found, during his research, many, many previous chronicles of the Peninsular War. But they all fell into two equally unsatisfactory categories.

There were, on the one side, the monumental many-volume studies of Napier and Oman - wonderful in their way - but unrefreshed by more recent archival discovery, and both too ponderous in style and too saturated in logistical or tactical detail to appeal to a modern reader with time for only a broader conspectus of the Peninsular War.

Alternatively, they were slapdash affairs, disguised by an arrogantly jingoistic tone - or were not really authentic histories of the Peninsular War at all, in that they anglicanized, concentrated exclusively on Moore's and Wellington's campaigns in the North and West of the great empty Iberian land-mass, and totally ignored the concurrent and often far bigger and bloodier campaigns waged by indigenous Spanish armies in the South and East.

Wars in Spain have a way of being peculiarly atrocious and, as the wholesale massacres of the Civil War demonstrated, of taking a terrible toll of the civilian population. The extinction and retardedness of Spain for most of the rest of the 19th century is only too understandable in the light of the appalling trauma that the whole country underwent between 1808 and 1813.

All military history enthusiasts will feel indebted to Dr Gates for the crispness and lucidity of his narrative. Other military historians would do well to emulate one particular feature of his book - its wealth of maps and battle-plans (over 100). Those accustomed to trying to make sense of a battle-description on, say, page 100 of a given book while simultaneously keeping a finger on page 80 which contains a minuscule and possibly contradictory diagram of the same engagement, will bless Dr Gates for this sensibly munificent provision of graphics.

And in all, he shows that Napoleon's assault on Russia in 1812, with the unmeasured and incurable Spanish ulcer still eating away at his empire's vitals, was as profound a contribution to his ultimate undoing as Hitler's invasion of Russia in 1941, with Britain still undefeated at his back, was to his eventual downfall.

Martin Fagg

Well built

A Social History of Housing 1815-1985.
By John Burnell.
Methuen £25. 0 416 36770 4 £8.95. 0 416 36780 1.

When this book first appeared eight years ago it instantly established itself as the reading lists for students in those fields where some knowledge of the evolution of the built environment is required, as well as for specialists.

Many a school project in a local context has relied on it for a simply explained account of the general background. Professor Burnell's new edition to bring the statistical data up to date has changed rapidly since the Seventies. He takes the history of housing seriously, not as a mere historical curiosity, but as a social and economic reality. He has done so with his own research, which has been done in part by the existence of his own readable, reliable and comprehensive survey.

Colin Ward

Tom Deveson

ARTS



Michael Hobbs as Macbeth

Hammer on the door

Nightshriek.
National Youth Theatre at the Shaw Theatre

Cancel all engagements, beg or even steal a ticket, hammer on the theatre door until they let you in... it is impossible to avoid to state clichés of theatre criticism when discussing the National Youth Theatre's *Nightshriek*.

Quite simply, the company's first-ever full-scale musical is a triumph, and richly deserved the spontaneous standing ovation it received (from, among others, Bryan Forbes, Lord Murray, actor Jason Connery and sundry critics) on the first night last week. Here at last is a piece of youth theatre which will stand - which actually demands - comparison with the very best productions on Shaftesbury Avenue.

A musical version of *Macbeth*, it offers not only a succinct and perceptive account of Shakespeare's play, but

a relentlessly exciting and invariably tuneful score. One has only to think of *Time or Las Miserables* (known to the trade as "The Glums") to understand what an achievement that is in itself. It is little short of astounding when one learns that the book, music and lyrics of *Nightshriek* are all the work of Tricia Ward, now just 22, but hardly out of her teens when she completed the first draft.

There are faults, of course. When she departs from Shakespeare, Miss Ward's lyrics are occasionally trite (she describes Macbeth as "like a mini-Hitler"), and then compounds the crime by rhyming the phrase with "sit there". She is also heavily under the influence of Andrew Lloyd Webber. In a couple of songs one catches echoes of *Joseph*, at one point in the second act there is what sounds like a direct steal of the Race Theme from *Starlight Express*. But all this is soon forgotten in the face of her dramatic imagination; *Nightshriek* upstages even *Evita*

in terms of the opportunities it offers a cast.

Happily everyone is keen to grasp them in Edmund Wilson's extravagant production at the Shaw Theatre. Carmel O'Connor as Lady Macbeth looks and sings just like Elaine Paige. Liz Carling (Lady Macduff) has a voice of rare range and power, while Angus Norwood's outrageous Porter literally stops the show with a bravura performance stuffed full of *doubles entendres* and innuendo.

And they are just isolated examples. The production bubbles with style and professionalism: the lighting, movement, sound, costumes and voice-work are all excellent and add up to an evening of rare pleasure and real excitement. There are 11 performances left before *Nightshriek* closes on September 6. Catch one if you possibly can.

Hugh David

Television

Courage and conviction

Scales of Justice (ITV, August 18), despite one or two witnesses for the defence, has been largely an indictment of an antiquated legal system, a wasteful of privilege and patronage, dominated by men whose background and education cut them off from the majority of those they are called on to judge. The three cases examined in *No One Speaks for the Dead* (ITV, August 19) at times supported this assessment.

Each of the killers had pleaded provocation and rules on hearsay evidence had silenced those who might have contradicted them. The stories, presented unsensationally, were not about a desire for revenge but about the feeling of bitterness among those who had heard vilification of dead friends or relatives and harboured a lasting sense of injustice.

In each case, too, the victims were women, so the programme had wider social implications. When the victims of violence are both women and Asian, their problems are compounded by the fear that, if they speak up, they will be ostracized by their friends and family and racial prejudice. A *Fearful Silence* (Channel 4, August 23) examined this dilemma and the attitudes of police, courts and men towards such cases. No one emerged with any particular credit except the women who are finding the courage to contest their rights. But on the whole they were not left with the feeling that it was all coming right in the end: one programme provided by the court with the

wrong. Interpreter, unwittingly pleaded guilty to murdering her husband. It took four years in jail and a review of her case to bring her plea of provocation before the court.

An equally ludicrous version of justice is meted out every year in *Miss Underdog* (ITV, August 20), but even that event looks sane beside the courtroom dramas of *Dynasty* (BBC1, August 22). I don't know why I keep watching, or why I am about to start following the new series of *Hard Way* (BBC1, from August 24), which is probably designed to bring down house prices on the South Coast: there are no desirable properties where you risk having the Howards, the Rolles or Ken Masters among the neighbours.

Percy was not conventionally admirable," said Dr Kaare Nygaard, with some understatement, on *The Noble Savage: Percy Grainger* (ITV, August 17) "It was not a happy life, but I don't think happiness meant anything to Percy... a door's life and a maker's life." Barrie Gavin's biography achieved a fine balance between the life and the work, neither disguising nor stressing the odder features of Grainger's personality, the racial theories, the sexual peculiarities, and neither exaggerating nor minimizing his importance as a composer. The film was visually attractive and made you curious to know and to hear more.

The Real World (ITV, August 17) went to Southampton to investigate scientific and technological education,

and retold a familiar story in which the most novel twist was the pernicious effect on research of Britain's relatively high commitment to defence funding. Otherwise, apart from a difference of opinion as to the value of integrated science, there was unanimity about our shortcomings and little faith that anything would be done to overcome them. If our tendency to prefer accountancy and banking to scientific and technological professions is the sign of a declining industrial nation, then the prestige accorded to industry in Algeria (*The Arabs*, Channel 4, August 24) suggests the dynamism of an emerging nation. The programme, one of a fascinating series, provided an honest assessment of the country's progress, and was not uncritical of poor social services. Even London Regional Transport looks good when you know that in 1982, Algiers, with a population of three million, had 36 operational buses. But then, it does not enjoy the kind of summer that adds physical discomfort to the mental anguish of waiting for the 180.

Douglas Livingstone's play on reselection in an imaginary Labour constituency (*Long Live the King*, ITV, August 24) was predictable, even to the extent of having John Stride as the MP. Over on BBC1, they tell me, he was playing the same part in Peter Nichols' *Born in the Gardens*, but I had decided to give the video an early bank holiday.

Robin Buss

American dreams

The American Clock. By Arthur Miller.
National (Cottesloe) Theatre.
Wonderful Town! The Musical by Bernstein/Felds and Chodorov/Comden and Green.
The Queen's Theatre.

A new play by Arthur Miller and a long-awaited revival of a Bernstein musical are not to be sniffed at. *The American Clock* ("Inspired by Studs Terkel's *Hard Times*") is a kind of documentary of the Depression in America, 1929-36, with a look at the Second World War as its solution and Vietnam as its unreal sequel. "The Depression: the old time that was real. Everything since then is like a movie."

Unashamedly autobiographical, it traces the fortunes of the Baums, a Jewish family, as a paradigm of America. They lose wealth and status, argue over Socialism, feed the side down and American way of life will win out in the end if only God helps President F D Roosevelt. Outside their New York home we are shown the deprivations wrought among financiers, Iowa farmers, Mississippi blacks, people on welfare, leading to lawlessness and suicide with period songs and dances punctuating flashes of *actualité* and group-freerzes based on US iconography.

A huge company, brilliantly directed by Peter Wood, perfectly served by Stephen Lewis's costumes and properties, throw themselves into the production with enthusiasm.

Doubling, trebling quintupling they seize every opportunity Miller gives to ring the changes on protest, pathos, despair and humour - singing and dancing delightfully. What if its concerns seem parochial as if only America suffered? And its Jewish sentiments verge on sentimentality? It is a fine piece of stagecraft splendidly done; something to get one's teeth into as a welcome change from the pap that mostly fills the current scene.

Wonderful Town!, though yet another musical to add to the 16 or so currently running, is saved from being pap by Bernstein's inventive score, David Toguri's witty choreography and Comden and Green's astringent lyrics. Writer Ruth comes from Ohio with her sister Eileen, would-be actress. They find a home in Greenwich Village and thereafter success with plain Ruth finally getting her man.

Maureen Lipman is unaccountably glamorized as Ruth, singing her big numbers defensively and taking the centre of the stage with an air of incredulity as if to say: "they'll never believe this," and give the impression of being out of her element. Nevertheless, she doesn't let the side down and Ray Lonnien (Baker), Emily Morgan (Eileen), Nicolas Colicos (Wreck) have voices enough to carry the score. Cameo roles give numerous young men occasions to shine - especially as wildly Irish cops and flashy South American sailors. The ending seems a bit abrupt but it is an enjoyable show with a great band and a talented cast.

John James

Twilight zone

The Celtic twilight world of knights, giants and damsels in distress bounced back to life at St David's Hall, Cardiff this week during Moving Being's dynamic performance of *The Mabington*. Set in the mysterious world of King Arthur's court, it evoked a dreamy timelessness reinforced by stylized dances and evocative, specially composed music in the minor key. But the three tales re-enacted - "The Lady of the Fountain", "Culwch and Olwen" and "Peredur" - had strong action themes too, including fights between good and evil knights and disco-dancing witches.

Performed by an enthusiastic cast of 90 professional actors and students, it was a bilingual presentation with the actors switching easily between languages. An excellent production, it succeeded in creating the Celtic world credibly, establishing its otherworldliness from the outset when the audience was entertained by a medieval-style street-theatre production outside the hall.

characters a great deal. In *The Mabington*, love has to be earned - either by descending into the underworld and killing its ruler (in *Lady of the Fountain*) or overcoming a series of challenges (in *Culwch*) or cleansing the Arthurian court of corruption (in *Peredur*, an early working of the Parsifal legend).

The set was impressive. An arch descended from a circle symbolizing the round table whenever the action moved to Arthur's court, and fortresses only conquerable by much effort on the actors' part scaled the stage side walls. Costumes and masks were equally effective, especially the massive giant's head representing Olwen's father, which was accompanied by a retinue of still-walking actors.

An excellent production, it succeeded in creating the Celtic world credibly, establishing its otherworldliness from the outset when the audience was entertained by a medieval-style street-theatre production outside the hall.

Iola Smith

Master pieces

The current upsurge in revivals of Rossini operas on disc and in the opera house makes a reassessment of the composer long overdue. Rossini by Richard Osborne (Dent Master Musicians series £14.95. 0 460 03179 1), the first study in English for over 50 years, examines each of Rossini's 39 operas in the wider context of Italian 19th-century operatic tradition, presenting a more complex picture of Rossini's personality, career and influence than is normally accorded to a composer who in the past has been labelled a "gifted and fearless amateur".

Grieg (By Brian Scholze. Ariel Music/BBC Publications £2.95. 0 563 20479 6) is the most recent title in a series, which aims to present composers and particular works in a non technical way, illustrated with copious music examples. The volume on Grieg deals with the composer's peculiarly Norwegian contribution to the music of the 19th-century through accessible, readable discussion of his vocal, orchestral, chamber and perennially popular piano works.

The Oxford Book of Sea Songs (edited by Roy Palmer. Oxford £9.95. 0 19 214159 7) presents a vivid picture of nautical life through the work songs and ballads of four centuries. Sir Francis Drake, the American civil war,

schooners, whalers and submarines - rousing ditties and soulful narratives document the matrials, shipwrecks, piracy, hard work and celebrations that have been the essence of life at sea since Elizabethan times. Wherever possible a tune is given with each song, and the editor's background notes complete this musical compendium of fascinating nautical information.

Philippa Davidson

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Dialogue

German for Business. By Norman Paxton and Anthony Whelan.
Hodder & Stoughton £3.95. 0 340 37160 9 Cassette £9.50 + VAT. 0 340 37163 3.

Letter Writing in German. By A. Buejela.
Bell & Hyman £3.50. 0 7135 2459 6.

German for Business is a self-contained course which gives students who already have a fairly good basic knowledge of the language a thorough grounding in the use of German in commercial and economic situations. The 18 units each begin with a fairly realistic dialogue covering the sorts of situations when a business person might use German - on a plane, being shown round a city or a factory, at a trade fair and so on. This is followed by a number of grammar and translation exercises, "roleplay" (actually a dialogue-building exercise) and "guided conversation" (a summary of the dialogue). Finally, there are grammar notes and a few useful expressions. The two units which deal with business letters and telephoning are slightly longer.

There are also a number of German texts which give additional background material and a specialized vocabulary list. The cassette amplifies the dialogues from the book, but more to build vocabulary than for any planned improvement of the listening skill. A key to the exercises would have been helpful, particularly for self-study learners, but all in all students interested in this field should learn quite a lot of relevant language.

Letter Writing in German covers the basic letters that most private individuals in contact with Germany would need to write. The different units focus on such subjects as yourself, holiday plans, a school exchange visit, announcing wedding, births, deaths and engagements, looking for a job, writing to a youth hostel, booking hotel accommodation, complaints and apologizing for not writing earlier (very useful - although we can't always blame it on a death in the family). Example letters (with essential vocabulary explained) are followed by standard comprehension exercises and a cloze letter to complete. After a list of words and expressions to be learnt, students are left loose on a letter to write themselves.

Particularly useful are the general guidelines at the beginning and the various lists at the back: stock phrases in particular situations, postal terms, abbreviations and a general vocabulary. Again though I missed an answer key. And why weren't love letters included?

Susan Norman



Geoffrey Dutton's *The Bourgeois* (OUP £20.00) is a celebration of Australia's prime national passion, with photographs, paintings, poems and prose in its praise. The captions may in many cases earn a place in Pseud's Corner, but no matter... above, Mrs Biddle's Lifesaving Class.

The realm of the senses

The Bourgeois Experience: Victoria to Freud. Volume 2: The Tender Passion. By Peter Gay.
Oxford University Press £19.50. 0 19 503741 3.

In the opening essay of his collection, *Freud, Jews and other Germans*, Peter Gay glanced at the conventional picture of bourgeois civilization's glib complacency and self-satisfied evasion and called it a "slandorous misreading of the nineteenth century". That conative aside is now being developed into a vast redefinition. This new volume, on love, is only the second of a projected six. In it and its predecessors, *The Education of the Senses*, Gay sets out to demonstrate that the heavily bourgeois were really more complicated and conscientious as lovers than popular myth allows, and that the historian can honestly restore to them in public those impulses of tenderness and sexual pleasure they enjoyed and earnestly strove for in private.

The first element in his proof is the immensity of his evidence. The bibliographical essay refers to reading of Gladstonian proportions and the text shows the benefit. There's Gladstone himself and a warm-hearted interpretation of his encounters with prostitutes and his flagellation. But there are also diaries, dreams, love-letters with

ten on active service, Coventry Patmore's eroticized religious ruminations, contemporary reviews of *Madame Bovary*, working-class autobiographies, the *Schwärmer* of the Wagnerites, Zola's fictionalized passions, and advertisements for Paine's *Celery Compound*. And much, much more.

At times Professor Gay seems almost too close to his evidence for interpretative comfort, though the rich variety of quotation and example yields its own enjoyment; but by the end of the book, his Gothic design emerges clearly. He builds his thesis on the twin foundations of desire and affection, the sensual and the tender. The 19th-century ideal was to attain both at once. It's an aim found in other eras, of course, and what distinguishes the 19th-century middle-classes are the shifts they adopted to pursue and conceal it. Gay gives due weight to Pödsnappey, though, as he points out, it was portrayed to be laughed at. And while bourgeois society provoked romantic reproach for its emotional prudishness, it also nurtured its own fiercest critics and at least partly took to heart. It was anxiously coping with the demands of the industrial age, the new manifestations of the perennial conflict between freedom and control.

Stendhal wrote that in love every-

thing is a sign. Gay quizzes literature for its latent erotic message, believing that reading is a form of playful regression. Sometimes it's hard to recognize in his views the differences between major uncategoryable fiction and more typical minor work. More fruitful are his subtle readings of other cultural signs - music, eating, delight in voluptuous Nature or even train journeys with their rocking pulse and veiled threat. These in their different ways he sees as displacements of sexual feeling, taking the parts of hidden desires in the theatre of libido. This is the second major element in Gay's enterprise, his ambitious use of psychoanalysis to gain access to culture's inner life. And he uses it mainly with due respect for his data, not as a theoretical strait-jacket. His long account of the widespread concern with "nervousness" carries particular conviction; his Freud is himself a historical figure. So a black-coated Eros joins Mammone in the century's Pantheon. Peter Gay's giant work will be no misnomer, but a Humane Refuge for Historical Queers. Like E. P. Thompson with the stockingers and weavers, he's rescuing the renailer and the paterfamilias from the enormous condensation of posterity.

Tom Deveson

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Closing date: 11th September 1986. 160020

ENFIELD LONDON BOROUGH OF
ENFIELD BROMFIELD SCHOOL
Wilmer Way, Southgate, London N14 4JQ
Roll 1,400
Required for September 1986, a qualified and enthusiastic teacher to head the new Faculty. Ability to teach Physics, Biology and Chemistry. Details of the school and the post, together with application forms available from the Head of the school (Mrs. M. Jones). (13583) 134818

ESSEX
APPLETON SCHOOL
Rush Road, Boreham SS11 3LN
Tel: 0206 794215
Teacher of SCIENCE, Scale 1
Teacher with a very specialism considered for a very large and successful department.
Curriculum vitae and names of two referees to Headmaster (Mrs. M. Jones). (13583) 134818

LAMPSHIRE
WIMBORNE SCHOOL
Wimborne Road, Wimborne
Required for September 1986, a qualified and enthusiastic teacher to head the new Faculty. Ability to teach Physics, Biology and Chemistry. Details of the school and the post, together with application forms available from the Head of the school (Mrs. M. Jones). (13583) 134818

HERTFORDSHIRE
STANFORD SCHOOL
Stanford Lane, Welwyn Garden City
1986, probably for one term in the first instance to teach a full range of ability, including A level and further details from the Headmaster, please apply immediately.
The Council is an equal opportunities employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community. (13581) 134822

Independent Schools

By Subject Classification

Art and Design

Other Assistants

NOTTINGHAM
NOTTINGHAM HIGH SCHOOL FOR GIRLS
150 girls 11-18
Required for September 1986, a qualified and enthusiastic teacher to head the new Faculty. Ability to teach Physics, Biology and Chemistry. Details of the school and the post, together with application forms available from the Head of the school (Mrs. M. Jones). (13583) 134818

Scale 1 Posts

ESSEX
HIGH VIEW SECONDARY
150 girls 11-18
Required for September 1986, a qualified and enthusiastic teacher to head the new Faculty. Ability to teach Physics, Biology and Chemistry. Details of the school and the post, together with application forms available from the Head of the school (Mrs. M. Jones). (13583) 134818

NOTICE OF ELECTION

TEACHING COUNCIL (SCOTLAND) ACT 1965

THE GENERAL TEACHING COUNCIL FOR SCOTLAND

Notice is hereby given that pursuant to the Teaching Council (Scotland) Act 1965 as amended an election of twenty-five members of the General Teaching Council for Scotland to represent the teachers who are on the Register of that Council is about to be held.

Each teacher to be elected shall be:
(1) registered or provisionally registered teacher,
(2) in post on 1 September 1986, and
(3) under 70 years of age on 1 February 1987.

The following table shows for each voting category the numbers, and categories of the teachers to be elected, and the qualifications of the persons entitled to nominate candidates and to vote in the election.

(1) No. of Voting Category	(2) No. of Council Members to be elected	(3) Categories of Employment	(4) Qualifications of persons entitled to nominate candidates and to vote in the election
I	One	I Colleges of Education	Registered teachers employed in colleges of education (other than in Scotland)
II	Three	II Further Education Centres	Registered teachers employed in further education centres
III	Eleven	III Secondary Schools and Departments	Registered teachers employed in secondary schools and departments
IV	Eleven	IV Primary Schools and Departments	Registered teachers employed in primary schools and departments

NB - Registered teachers (a) employed in more than one category of employment, or (b) not serving as teachers will vote in the Voting Category for which they have submitted an option and which corresponds to an appropriate entry in the Register.

Each candidate for election shall be nominated on a separate nomination paper. Each nomination paper shall state only the name, address and place of employment and the category of employment of the nominated candidate. It shall be signed by two teachers in the category of employment and supported by twenty others in the same category. The twenty-two signatures shall give their registration numbers.

Any person having the requisite qualifications for nominating a candidate in a category shall nominate any number of candidates not exceeding the number to be elected in that category.

The nomination paper shall be signed by the nominee signifying his willingness to be nominated and that his particulars are correct, and must be delivered by two teachers in the category of employment and supported by twenty others in the same category. The twenty-two signatures shall give their registration numbers.

Any person having the requisite qualifications for nominating a candidate in a category shall nominate any number of candidates not exceeding the number to be elected in that category.

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APPOINTMENTS IN SCOTLAND

GLASGOW

SPRINGBOIS ST. JOHN'S
180 Edinburgh Road, Glasgow G3 4EH
St. John's Senior Catholic Residential School
Under 18s
Required for September 1986, a qualified and enthusiastic teacher to head the new Faculty. Ability to teach Physics, Biology and Chemistry. Details of the school and the post, together with application forms available from the Head of the school (Mrs. M. Jones). (13583) 134818

TEACHER OF ART SUBJECTS
Salary: Teachers Scale 1 (at the time of appointment) plus £1,884 (List D allowance) plus 32% (hours) plus 8 weeks annual holiday.
Teachers work as members of multi-disciplinary unit teams and would be expected to impart special and recreational skills during extracurricular activities. Maximum extra duty 480 hours per annum paid at £25.43 per hour, £5.55 for unsocial hours.

The Headmaster will be pleased to supply further details or answer queries. Telephone 041-774 3345.

SECONDARY SCHOOLS

Promoted Post

PRINCIPAL TEACHER OF COMPUTER EDUCATION
FEELES HIGH SCHOOL, ROLL 958
Responsibility Payment £2,848 per annum
Closing date 12 September 1986.

PRIMARY SCHOOLS

Promoted Post

HEAD TEACHER
NEWLANDS PRIMARY SCHOOL, NR. WEST LINTON
Responsibility Payment £1,621 per annum
Closing date 8 September 1986.

SECONDARY SCHOOLS

Temporary Teaching Post

REMEDIAL EDUCATION
TYE CENTRE, HAWICK
(P.T.E. £2 - Equivalent to 1 day per week)
Closing date 12 September 1986.

Application forms and further particulars may be obtained from the Personnel Department, Regional Headquarters, Newlands, St Bonville, TD8 6SA. Completed forms should be returned to the Director of Education at Regional Headquarters.

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The Headmaster will be pleased to supply further details or answer queries. Telephone 04

TANZANIA INTERNATIONAL SCHOOL OF TANGANYIKA LTD DAR ES SALAAM

REQUIRED FOR OCTOBER 1988:

PRIMARY SCHOOL CLASSROOM TEACHERS

SECONDARY SCHOOL P.E. SPECIALIST/HEAD OF SWIMMING

Attractive salary, passages, baggage allowance and housing provided. Singles or teaching couples only.

For further details and an application form, send large SAE to:
The Secretary,
25 Hall Lane,
Merseyside L31 3DY.

Interviews in London in mid-September. (01995)

OVERSEAS POSTS

continued

SPAIN

EFL teachers required, experienced and able to speak Spanish. Please send C.V., photo and references to Spanish Council, P.O. Box 100, Madrid 28, Spain. (12093)

TURKEY

Teachers, single, British, for year beginning 1988. Private English teaching school. University Degree and R.S.A. Prep. Cert. in T.C.E.L. required. Write immediately: Duran Koceli, Sonmez (senior), K14 No. 230, Bursa, Turkey. (13888)

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Teachers, single, British, for year beginning 1988. Private English teaching school. University Degree and R.S.A. Prep. Cert. in T.C.E.L. required. Write immediately: Duran Koceli, Sonmez (senior), K14 No. 230, Bursa, Turkey. (13888)

Administration Local Education Authority

HEREFORD AND WORCESTER COUNTY COUNCIL

THE CAREERS SERVICE

Applications are invited from qualified careers officers for the following temporary posts:

Temporary Careers Officer, Worcester Careers Centre.
Temporary Specialist Careers Officer for the employed based in Kidderminster.

Both posts are available until 31st March 1988 and are as the result of recruitment.

The salary is on the scale £6,900 - £9,591 p.a. pay award pending.

Application forms and further details are available from County Careers Centre, County Buildings (2nd Floor), St. Mary's Street, Worcester WR1 1TW. Tel: Worcester 1355566. Ext. 3478.

Closing date: 19th September 1986. 480000 (13027)

MERTON LONDON BOROUGH OF

EDUCATION COMMITTEE MERTON IS AN EQUAL OPPORTUNITIES EMPLOYER

Required for January 1987 TWO SENIOR EDUCATION OFFICERS

Senior Education Officer Group 5 Headteacher of a London Allowance of £11.0

Applications are invited from qualified teachers in senior positions in schools who can offer specialist experience for the posts of General Inspector (Humanities) and General Inspector (Special Educational Needs) to join a small committed and hardworking inspection team. Although the posts will carry specific responsibilities, the LSA is equally interested in appointing candidates who have a broad general knowledge of education covering all ages, the whole curriculum, examinations and the management and organisation of schools and colleges.

Write to the Director of Education, Merton Borough, London Borough of Merton, Crown House, London Road, Morden, Surrey SM4 3DX for application forms and further particulars. Application forms should be returned to the Director of Education and Recreation to arrive not later than 15th September 1986. 480000 (13503)

Lincolnshire County Council

Education Department

Professional Assistant - Schools

Professional Assistant - Planning & Development

£11,280 - £12,168

Applications are invited from good honours graduates with teaching experience, as Professional Assistants to work primarily in the areas of Schools and Planning & Development.

As these interesting posts are regarded as an entry point from teaching to Education Administration, they are not likely to be suitable for candidates over the age of 35. Car drivers essential. Relocation expenses payable in approved cases.

If potential candidates would like the opportunity to discuss the work of the Departments and the posts concerned, please contact Mr. Nelson on 0523 475400 (ext. 323), for the Schools post and Mr. Wardle (ext. 324) for the Planning & Development post.

Applications forms and further details from:
The County Education Officer, (Ref: PAC), P.O. Box 4, County Hall, LEWES, BN1 1EG

SAE please

Closing date, September 22.

East Sussex is committed to equal opportunity.

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NORTHAMPTONSHIRE COUNTY COUNCIL

EDUCATION DEPARTMENT

BUREAU CO-ORDINATOR

PO 135-36

NORTHAMPTON JUVENILE LIAISON BUREAU

Salary: £11,280 - £12,168

We seek to appoint to this important post someone with drive and imagination, who has wide experience of working with juvenile offenders and who will bring an innovative approach to this work. The successful candidate should be able to demonstrate the necessary management and supervisory skills to co-ordinate the work of the multi-disciplinary team and should possess a G.C.S.W. or a qualification in teaching of youth work.

The Bureau is a multi-disciplinary project, established in January 1984. Its aim is to divert juvenile offenders away from the juvenile justice system by providing a co-ordinated approach from the statutory agencies maintaining the use of community resources.

The project has recently received national publicity due to its success in achieving this task, and the Council is looking for the juvenile justice field.

The Team consists of a Teacher, a Youth Worker, a Social Worker, a Probation Officer and a Police Officer, from each of the two Police Divisions covered by the Bureau.

The Co-ordinator will be responsible to the Senior Management Group for the development of the project. He/she will be expected to develop a corporate response, including full use of the experience within the team and establishing close links with other agencies, including voluntary.

For internal discussion, please contact either Jim Clark, the current Co-ordinator, on Northampton 85321, or Jack Convent, the Chairman of the Management Committee on 266205. Closing date: 5th September 1986.

The County Council welcomes applications from persons of racial or ethnic origin, of marital status or disability. (12032) 480000

Closing date: 19th September 1986. 480000 (13027)

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Lancashire County Council

An Equal Opportunities Employer

PROFESSIONAL ASSISTANT

Blackpool and Fylde District

Salary Scale PO Range Points 38-41 - £12,885-£14,026 p.a.

Applications are invited for appointment to this senior post in the District Education Office at Blackpool. Applicants should be well qualified and preferably have had teaching and administrative experience.

The successful applicant will undertake various responsibilities in support of the District and Deputy District Education Officers, mainly in the following areas:-

Professional advice to governing bodies of schools. Employment of staff. Admission of pupils to schools (1908 and 1981 Education Acts). Other duties as required from time to time.

Application forms and further particulars available from/returnable to the Chief Education Officer, Education Department, PO Box 81, County Hall, Preston PR1 6RJ. SAE please. Please quote Ref. CQ505/1/P/1.

Closing date: 15th September 1986. (01700)

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EDUCATIONAL PSYCHOLOGISTS

continued

WARWICKSHIRE COUNTY COUNCIL

MILLBROOK GRANGE SCHOOL

Parkfield Drive,
Kewthorpe CV21 2JJ

EDUCATIONAL
PSYCHOLOGIST (HALF
TIME) FOR CHILDREN
WITH EMOTIONAL AND
BEHAVIOURAL
PROBLEMS

This established girls residential school is looking for a qualified educational psychologist to provide for local middle school pupils of both sexes on day basis. The successful candidate will be required to contribute effectively to this development.

Applications are invited from qualified educational psychologists for appointment to this new post. Salary at the appropriate grade of the South-Eastern Educational Psychology Scale, £10,170 - £17,148. Professional experience is essential. Essential user car allowance. Salary scale available in appropriate cases.

Application forms and further details are available from/returnable to the Chief Education Officer, County Education Office, 23 North, CV4 4SP. Tel: Warwick 493431. Fax: 493432. Closing date: 18th September 1986.

WARWICKSHIRE IS AN
EQUAL OPPORTUNITIES
EMPLOYER. 560000 (13894)

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LONDON SW1

EDUCATIONAL CHARITY IN LONDON

SW1 is looking for a bright Assistant Director to work in a small office with international connections. Terms and conditions of work on own initiative. £8,000 p.a. 5 weeks holiday p.a. (12063) 660000

MIDDLESEX POLYTECHNIC

Part-time
LECTURERS

Required for September, 1987. The Polytechnic is looking for UK and overseas graduates with degree level qualifications in the field of engineering. Up to seven hours a week.

Applicants should be graduates with TEFL qualifications and be experienced teachers of EAP.

Write with C.V. and details of availability to: Head of School of Modern Languages, Polytechnic White Hart Lane, London N1 6BB. (14880) 700000

Outdoor Education

THE ANGLESEY SCHOOL OF
SEA CANOEING, RESIDENTIAL
TEACHING, Courses,
Tel: 0407 860001
Wales. (14902) 680000

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SPAIN

Qualified/experienced EFL teachers required. Responsible positions in Spain.

Challenger Educational Services, C/Alcala, 30.2, 28014 Madrid. (13635) 700000

APPOINTMENTS Wanted</

SUMMER DIARY



Beverly Anderson considers the limits and the extensions of the written word

Ways to cross a language barrier

Language has been on my mind a lot this summer. Arriving in Amsterdam for a free-floating week alone, my first impression was of the graffiti, flowing like rampant weeds all over public buildings — banks, museums, hotels, bridges, even the walls and doorways of apartment blocks.

I'd seen nothing like it since a visit to New York in the late 1970s, where the subway and their trains were laden with ingenious daubs and scrawls, as vivid as they were indecipherable.

In Amsterdam, there was no evidence of any attempt to stem the tide of felt-tipped scribbles or to remove them. Perhaps the authorities in that notoriously laid-back city feel some sympathy with those who seemed to be trying to smother the formal, pristine buildings of the elite in a uniform camouflage of apparently meaningless symbols.

I enjoyed it after the initial shock, but by the end of a week the sight was oppressive and I was glad to wander into parts of the city which had remained unscathed.

Having been brought up with the traditional British ignorance and complacency about not speaking languages (English, of course, not being a mere language), it was unsettling to find myself alone in a place where I could not count on being understood. I have long since got over the belief that if you hellow slowly and distinctly at foreigners they will eventually get your drift, but my ignorance of even the major European tongues is profound, despite (admittedly ancient) O levels in French and Spanish.

What was I to do? Now part of the point of a foreign adventure is to struggle with the unknown and part of the pleasure is in surviving, if you can, beyond your depth. The Dutch, it turned out, are not only friendly and hospitable but fluent in at least three languages, of which English tends to be one.

My feelings of shame and relief increased daily as the inevitable answer to "I'm sorry, do you speak English?" turned out to be "Yes". When I asked what the soup of the day



Dutch authorities show no sign of stemming the tide of scribbles

was, one young waitress assured me, in breezy "Sloane", that she hadn't a clue. She also said that some of her friends were picking up strange accents through their addiction to the Australian soaps on satellite television.

Amsterdam is not only multilingual, it is a distinctly multicultural city. Many of its inhabitants were born in Surinam, Indonesia, Turkey or Hong Kong and they, too, are at home in several languages. I was relieved to run into a black British camping party, who, recognizing me from television, wanted a group photo. They were staying nearby and enjoying Holland, but were just as monolingual as myself.

As this was supposed to be a complete break from routine existence, I tried to stay away from print. Most days were spent m'ching around the museums. And for two whole afternoons, in the Rijksmuseum's library, I felt like a princess, as box after box of rare Japanese prints was brought out for me to savour.

The smells of Amsterdam are pretty exotic too. During a canal boat tour I wasn't surprised to hear a young American say to his parents: "Look,

there are tubs of marijuana plants growing on that houseboat." The police work hard to subdue the drug traffic, but the smoke that wafts through the summer air is not all derived from tobacco.

When the museums closed there was music, the modern lingua franca. In the public squares drummers from Surinam competed with Turkish groups, rock combos and folk-singing throwbacks to the 'Sixties. There were free concerts in the park with bands from all over Europe including our own Bouncing Cececs, whose performance, entirely in English, and full of British jokes, was a huge success.

In the end, of course, I did some reading, too. Sitting at outdoor cafes beside the canals was an irresistible way of enjoying some of the books I hadn't had time to get round to during the frantic working year.

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Good writing is, for me, a major preoccupation.

I was very sternly schooled in the old manner — punning, spelling tests, punc-

uation exercises, précis. A lot of it was excruciatingly boring at the time, and it failed to mop up all my energy or develop the full range of my interests. There are undoubtedly better ways of doing it.

But those years of rigorous, systematic effort had their uses, as did the immersion in Shakespeare, Milton, the Romantic poets and the King James version twice a day and three times on Sunday.

I admire skilful prose, even when, as in some journalism, it serves a cause I deplore. I enjoy using devices like colons and semi-colons, dashes and brackets and one of the joys of writing for this paper is that they leave my punctuation alone.

I would not, of course, recommend a return to the florid written English common in Victorian England, though I have a considerable weakness for the good Queen's style. Those exuberant capitalized words, dashes and exclamation marks convey the flavour of that remarkable personality in a way which modern-day, conventional punctuation would probably have stifled.

But if children are to write well, I believe, they must step back, regularly and systematically, from the creative writing or writing for project work which form the major part of language work in some primary schools. Looking at the structure of written English need not be dull. It is possible to learn understanding and respect for different sorts of prose and poetry without killing vigour and imagination.

Roger Knight has recently written about the excellent examples available through some published schemes and in some schools. The question is how we ensure that this expertise becomes general.

Though most of the students I teach produce essays which are formally correct as well as intelligent, I have been startled by the minority who, despite having degrees from reputable institutions, apparently can't even distinguish between the functions of a comma and a full stop.

This drives me onto my old-fashioned high horse and I ride down

the page, red pen in hand, remembering as I go my American university, where a compulsory first-year course in English was followed by ruthless insistence on accurate use of the language, whatever the subject.

Many good people, I know, have lived and died without ever learning about grammar and punctuation, and the vivid and pungent use of language is not confined to those who are literate. But I believe that good writing has value and writing, as a self-conscious act, requires thought, training and practice if it is to be effective.

□ □ □

Book-learning has come to my rescue on more than one odd occasion. I learned to cook in my late twenties, very late. Clutching a beginner's guide, I would mutter through dashed teeth, a fine sweat and a rising panic: "Cooking is a special case in chemistry. You have an A level in chemistry. Cooking is a special case in chemistry."

This summer it's fishing. Being the sole resident parent of 10-year-old boy puts a woman into many peculiar positions. For the next week or so I will be on the banks of the Cherwell — that's Cherwell as in *the correct*, that is, local Oxfordshire pronunciation, not Cherwell as *char*, which is what our annual visitor at the university say.

Anyone who needs me will have to follow the river path to the parking, two or three hours, rods, tackle, bait and bait plus one middle-aged woman anxiously clustered round *Coarse Fishing for Beginners*, and once again counting on *The Word*.



Amsterdam symbolism

NOTICEBOARD

CONFERENCES...

September 12-14
National Organization for Initiatives in Social Education study course on *Changes—personal and institutional* at Westhill College, Birmingham. Speakers include Tony Horwood, James Ogden and John McBeath and there will be a variety of workshops on role play, innovation, management style, anti-racist work, community transport and anti-sectarianism. Details from Guy Needell Lloyd, Department of Special Educational Needs, Moray House College of Education, Holyrood Road, Edinburgh EH8 8AQ.

October 2-3
Environment education—provision and development in the local authority at Hampshire College of Agriculture, Sparsholt, near Winchester, Hants. Organized by the Council for Environmental Education in association with the Hampshire Environmental Education Liaison Group for CEE members, i.e. advisers, planning and other local authority department officers, educators, voluntary organizations and groups involved in environmental education. Details from CEE, School of Education, University of Reading, London Road, Reading RG1 5AQ. Fee £10 (excluding accommodation).

October 11
Career structures and development in home economics at Birmingham College of Food and Domestic Arts. Speakers include Kathleen Johnson, Caroline Renie and Dr Alex McMinn. Details from Mrs Joyce Jenkins, 14 Silvers Green, Tedworth, Surrey KT20 5QD.

October 18
National Childminding Association conference and AGM at Telington Town Hall, Upper Street, Islington, London N1 from 10 am to 4.30 pm. The main speaker will be Kate Baxter on the theme of "Minding to Music" and there will be workshops on NCMA/Open University training materials, regional development, county associations and groups and anti-racism in childcare. Details from NCMA, 8 Masons Hill, Bromley BR2 9EY.

COURSES...

September 24-25
Training course for anyone concerned with the welfare and care of disabled and elderly people organized by Possum Ltd (Patient operated electronic selector mechanisms for the severely physically disabled) at their headquarters, Middlegreen Road, Langley, Slough, Berks SL3 6DF. Fee £120. Details from Mrs E Hains, Possum Ltd at the above address.

September 27
The Assembly Line: a workshop on school assemblies in the eighties at Breilton Centre, Peterborough, for organizers of school assemblies. Details from J H Evans, College of Preceptors Eastern Region, Woodland View, Lower Road, Holme Hale, Theford, Norfolk IP25 7EB, enclosing a stamped addressed envelope.

From October 3
Education and industry together—a course for experienced teachers, lecturers and industrialists organized by South East Training in association with South Bank Polytechnic. This is a one-year part-time day-release course with placements and a residential

workshop. Details from Peter Roberts-Holmes, South East Training, Mercury House, 117 Waterloo Road, London SE1 8XP.

October 4
A workshop on deaf children from ethnic minority groups at the Royal School for the Deaf, Derby. Details from the Secretary, Deafness Research Group, Department of Psychology, University of Nottingham, University Park, Nottingham NG7 2RD.

October 11
Working with special needs children in the ordinary and special school—classroom and individual management at Castle Priory College, Wallingford, Oxon, for teachers in ordinary schools and members of staff from special schools operating "outreach" or support services in local schools. The course tutors will be Mr Colin McCall, HMI and Dr Peter Dunne, and there will be sessions on classroom grouping for children with special educational needs and behaviour modification approaches to individual problem behaviour. Fee £12. Details from the Principal, Castle Priory College, Thames Street, Wallingford, Oxon OX10 0HE.

EVENTS...

September 4-6
Holiday course for children aged 9 to 14 based on the major sites of London. Fee £27 to include entrance fees, refreshments, quizzes, badges and prizes. Details from Catherine Hummely, Antisensor Course, 4 Stewart's Grove, London SW3 6PD.

September 17

Ecological Parks Trust annual general meeting at the Linnean Society, Burlington House, Piccadilly, London W1 at 3 pm followed by an illustrated talk by Dr David Goode, head of the Greater London Ecology Unit, on *Why do People Want Nature in Cities*. Details from the director at the above address.

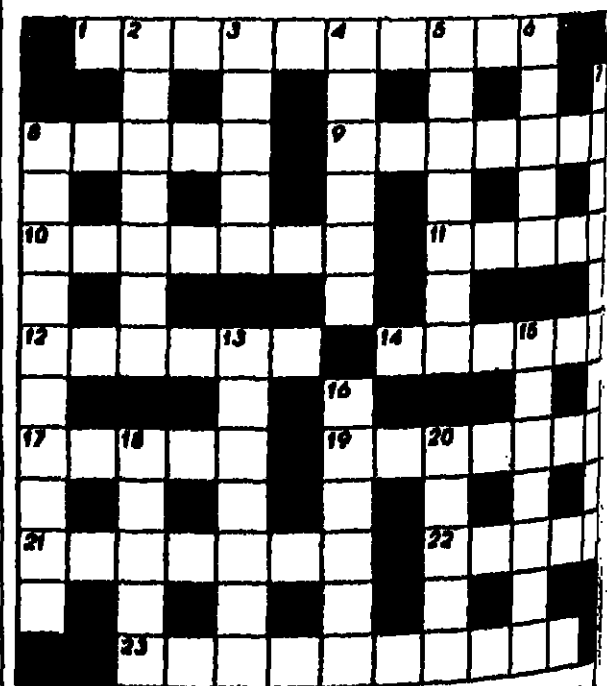
September 30 to May 1987
The best years of their lives: National Service 1945-1963, an exhibition at the Imperial War Museum, Lambeth Road, London SE1. Former national servicemen from all over the country have lent material for the exhibition.

October 15
Royal Society of Chemistry's first lecture in its new public lecture series on *Molecules and me* at 6.30 pm at the Royal Institution Lecture Theatre, Albermarle Street, London W1, by Mr Robert Malpas, managing director of BP. The lecture will emphasize the contributions of chemistry to our quality of life.

PUBLICATIONS...

Hamranis
The first edition of the re-formed newsletter for teachers of the English Heritage Education Service includes articles about the use of the historic landscape in teaching, book reviews and news about events, courses and new resources for teachers and children. It is published twice a year and is sent free to schools and i.e.a. institutions or to individual subscribers at a cost of £2 per annual subscription. Details from Andrew Chidlow, English Heritage, 15-17 Great Marlborough Street, London W1V 1AF.

No 269 CROSSWORD by Ruff



Across

- 1 Filed at a window connected (11)
- 2 An air of sadness (5)
- 3 We hear a vulgar song from this place (7)
- 4 Attempts to teach a high note in Italy (7)
- 5 Large middle part (5)
- 6 Roman cat club in part of Plymouth (11)
- 7 While the Swede man gets a little company (10)
- 8 Dishevelled (10)
- 9 Forgive (10)
- 10 Freedom (7)
- 11 Major acting role in ship play (7)
- 12 The poet is very ar-

Down

- 1 Skin specialist (7)
- 2 What one thinks about a bad side (5)
- 3 New ethics people find irritating (10)
- 4 Sitting and watching a show hall off (7)
- 5 Protracted speech given by doctor on law-breaking (7)
- 6 We may learn from them to give us nitrogen (10)
- 7 Crossing light products from the Netherlands (5, 5)

- 13 To send a gift to be winding (7)
- 14 Article of mail mangled by (7)
- 15 Eastern style service adopted by (7)
- 16 Spying (10)
- 17 Best of many parties (5)